

ARLINGTON PUBLIC SCHOOLS

In accordance with the provisions of the Massachusetts General laws, Chapter 30A, Section 20, notice is hereby given for the following meeting of the:

***Arlington School Committee
Standing Subcommittee: Superintendent Evaluation
Wednesday, October 30, 2019
6:30 PM***

2018-2019 District Goal Evidence - Kathleen Bodie, Ed.D

2018-19 Goal Accomplishments Narrative, Kathleen Bodie, Ed.D.

- *Evaluation Narrative 2018-2019 School Year*
- *Student Achievement Goal*
- *Practice Goal*

Goal 1 Student Achievement

The Arlington Public Schools will ensure that every graduate is prepared to enter and complete a post-secondary degree program, pursue a career, and be an active citizen in an ever-changing world by offering a rigorous, comprehensive, standards-based and data-driven K-12 system of curriculum, instruction, and assessment that integrate social, emotional and wellness support.

1.1 Students will engage in curricula that are designed in response to the district's vision of student as learner, remain in alignment with state standards, and coherent within each discipline.

1.2 Students will develop their social and emotional (SEL) skills through age-appropriate SEL instruction that includes an awareness of cultural bias, and by learning in classrooms where responsible decision making, empathy, and the importance of positive relationships are the norm.

Goal 2 – Staff Excellence and Professional Development

The Arlington Public Schools will recruit, hire, retain, and build the capacity of a diverse staff to be excellent teachers and administrators by providing high quality professional development aligned to needs, instructional support, coaching, and an evaluation framework that fosters continuous improvement.

2.1 Professional learning for educators will reinforce targeted components of the academic curriculum, social emotional competencies and pedagogy, and will emphasize culturally responsive and data-informed instructional practices that support student learning and growth

2.2 Increase the diversity of the APS staff over 2017-2018 staffing levels to better reflect the diversity of our students.

Goal 3 – Resources, Infrastructure and Educational Environment

The Arlington Public Schools will offer a cost effective education that maximizes taxpayer dollars and utilizes best practices, academic research, and rigorous self-evaluation to provide students and staff the resources, materials and infrastructure required for optimum teaching and learning in a safe and healthy environment.

3.1 Research and implement a data platform to support the district in collecting, aggregating, analyzing and sharing student data in order to assist teachers in targeting instruction and

improving student learning and wellness.

3.2 Complete the Schematic Design plans for the high school.

3.3 Develop a multi-year financial plan for the Arlington Public Schools.

Goal 4 - Operations, Communications and Stakeholder Engagement

The Arlington Public Schools will be run smoothly, efficiently and professionally. The district will operate transparently and engage in effective collaboration and responsive communication with all stakeholders. It will provide timely, accurate data to support financial decision-making, envisioning of the district's future, and long-range planning in partnership with other Town officials. Through these actions it will create broad support for a high quality education system that is community's most valuable asset.

4.1 Provide all stakeholders opportunities for input into the Schematic Design (Module 4) of the high school.

4.2 Provide elementary families timely, user-friendly and up-to-date information on elementary schools and their curricula.



Town of Arlington, Massachusetts

Meeting Location

Summary:

2018-2019 District Goal Evidence - Kathleen Bodie, Ed.D



Town of Arlington, Massachusetts

2018-19 Goal Accomplishments Narrative, Kathleen Bodie, Ed.D.

Summary:

- Evaluation Narrative 2018-2019 School Year
- Student Achievement Goal
- Practice Goal

ATTACHMENTS:

| Type | File Name | Description |
|---------|-------------------------------------|--------------------------------|
| ▣ Goals | SUPT_EVALUATION_NARRATIVE_UPD.pdf | Supt Evaluation Narrative 2018 |
| ▣ Goals | STUDENT_ACHIEVEMENT_GOAL_18_UPD.pdf | Student Achievement Goal 18-19 |
| ▣ Goals | PRACTICE_GOAL_UPD_18.pdf | Practice Goal 18-19 |

October 22, 2019

To: School Committee

From: Kathleen Bodie

Re: Evaluation Narrative for 2018-2019

General Comments on the 2018-2019 School Year:

The positive tone for the year was influenced by a positive working relationship between the AEA and Administration; a strong, collaborative administration team, a stable budget, great hires and, a supportive School Committee.

As in any year, there were many challenges and areas of focus, which included:

- Support and leadership for the AHS building project that had a 3:1 support from the community in June 2019 override vote.
- Work with the designer, OPM and contractor for the Hardy addition and cafeteria renovation for a completion of the project in December 2018. Work with the new Hardy principal to plan for the addition occupation beginning in January 2019.
- Develop a FY19 Budget that adequately met the needs of the District.
- Work with the School Committee on the development of a five-year budget plan, which was the basis for additional revenue for FY20 that was supported by an operating override in June. The development of the five-year budget plan was based on the work of the administrative team to develop a strategic plan for the district during the summer 2018. The additional funds provided the opportunity to have dedicated specialists at each elementary school allowing the development of a schedule that would ensure grade-level common math, reading and writing blocks, common planning time and weekly team time to discuss student data to plan interventions and instruction.
- Provide the support, leadership and professional development necessary to develop and to complete or make progress on the 2018-2019 District Goals.
- Mentor the new Ottoson Middle School principal and Hardy principal during their first year in APS.
- Hire a new CFO in the fall 2018, who started in his new role in January 2019. Mentor the new CFO.
- Negotiate the first paraprofessional contract.

The successful achievement of the District goals and meeting the challenges listed above is due not only to my work but to the work of a strong, collaborative and competent team(s) of administrators and teachers. At all levels in the APS, people demonstrate a commitment to a belief in the mission of the school district by their strong work ethic, participation in professional development activities and school activities and the support they give students to achieve in many areas (i.e. competitions, concerts, plays, art displays, community service, athletics, college acceptances, standardized assessments). Our shared work is to ensure that the students in the

APS realize their full potential, develop their social-emotional and academic skills to enjoy success in their school years, as well as be prepared for a successful life after graduation.

I am proud of the team of people I work with, all of whom bring to APS exceptional competence, enthusiasm and a belief in the importance of the work we do every day. It has been my privilege and honor to work with such a dedicated and talented group of educators. They share in the accomplishments of 2018-2019 school year.

2018-2019 Evaluation Goals:

The School Committee approved my practice and student achievement goals in June 2018. However, the SC did not specify what three pieces of evidence the committee wanted for each of the four professional standards in the superintendent evaluation document. I have selected three pieces of evidence for each standard, which are either accessed through an URL or a copy is attached to this narrative. Last year, we agreed on having three pieces of evidence for a standard, which is consistent with the district's requirement for teachers and administrators.

My practice and achievement goals with supporting evidence are also part of this submission.

While the School Committee did not specify which district goals to submit evidence for my evaluation, in NOVUS there is evidence of progress or completion for each 18-19 district goal.

2018-2019 EVIDENCE FOR PROFESSIONAL STANDARDS FOR SUPERINTENDENT EVALUATION

The URL for evidence is provided where appropriate. Otherwise, the evidence is attached in the order listed.

- **Standard I: Instructional Leadership**
 - Standardized test scores demonstrating progress the district has made in closing the academic achievement gap in the Arlington Public Schools
(MCAS Report in the NOVUS file for the Oct 24 SC Meeting; accountability report in the NOVUS file for the October 10 meeting)
 - Slides of the District's work to further the growth of personalized learning in grades K-12 in Arlington, which were presented at a MAPLE meeting. **(attached)**
 - Evidence for progress on District Goals for Goal 1 regarding student achievement
NOVUS file for progress on 2018-2019 District Goals

- **Standard 2: Management and Operations**

- Superintendent's budget and Town Meeting report
<http://www.arlington.k12.ma.us/administration/budget/>
- Reports to the community on progress of the high school project
<https://ahsbuilding.org/>
<http://www.arlington.k12.ma.us/administration/newsletters/>
(Updates in all newsletters except October; Hardy update in October)
- Five-year budget plan developed with the Administration Team and the School Committee
<http://www.arlington.k12.ma.us/administration/budget/fy20/fiveyeardraftapsbudgetplan.pdf>

Standard 3: Family and Community Engagement

- Schedule of workshops for parents sponsored by the district (attached)
- Superintendent monthly newsletters
<http://www.arlington.k12.ma.us/administration/newsletters/>
- Dates of community forums for the new high school (attached)

- **Standard 4: Professional Culture**

- Professional development opportunities provided by the district to support teachers' learning in the areas of teaching and learning, social-emotional well-being and cultural competency during the summer 2018 and November Professional Day. (attached)
- Updated Mentoring Handbook (attached are the opening pages, including the table of contents. A copy of the handbook is available in my office) and the schedule for the new teacher orientation in August 2018 (attached)
- Log of meetings scheduled with the AEA President and Vice-Presidents and the Superintendent's Teacher Advisory Committee to collaboratively discuss and work through issues of mutual interest. (attached)

Additional Information to be considered:

As a member of a larger community of educators, I served this past year in various leadership capacities outside of the district:

- Member of the Board of Directors for the Middlesex Partners for Youth
- LABBB Board Member
- Chair EDCO Board of Directors

To further my own professional growth, I attended the winter, spring and summer institutes sponsored by the Massachusetts Association of School Superintendents, as well as the joint MASS/MASC November conference. Other professional development programs/activities included:

- APS professional development programs, including Youth Mental Health First Aid, November PD Day, and Data Wise course.
- Middlesex Superintendents bi-monthly meetings (usually at high tech companies with discussions with management team and/or engineers and software engineers about how they can partner with school districts, curriculum implications for schools, and skills they are looking for in new hires)
- Middlesex Partners for Youth conference (Security and Emergency Preparedness – An All-Hazards Training for Schools)
- Middlesex DA morning conference for Superintendents, Police and Fire Chiefs (primarily focused on opioid crisis)
- METCO conference
- Merrimack Region Superintendents monthly meetings focused on topics of practice with invited speakers
- EDCO superintendent roundtables
- MAPLE/Learn Launch conference; MAPLE districts meetings to share personalized learning initiative (either held by webinar or prior to a MASS meetings); and, member district visits (hosted learning walk at Gibbs in the spring 2018)
- IDEAS Saturday, April 6 conference (keynote speaker: Zaretta Hammond, author of *Culturally Responsive Teaching & The Brain*, which was a book read for all administrators)
- Women of Excellence Conference, sponsored by MASS

Standard 1 – Instructional Leadership

1. Slide deck of personalized learning initiatives in APS presented at MAPLE meeting.

Arlington

2018-2019

MAPLE

About Arlington Public Schools:

The mission of the Arlington Public Schools is to educate students by promoting academic excellence, by empowering students to achieve their maximum potential, and by preparing students for responsible participation in an ever-changing world. The Arlington Public Schools are committed to helping every student achieve emotional, social, vocational, and academic success.

Arlington consists of:

- 1 preschool: 103 students
- 7 elementary schools (K-5) : 3,152 students
- 1 middle school (7 and 8): 860 students
- 1 six grade school: 462
- 1 high school (9-12): 1,380 students
- Total school population: 5,854 students

MAPLE Team

Central Administrators:

Dr. Kathleen Bodie, Superintendent,
Dr. Roderick MacNeal, Jr., Assistant
Superintendent;

Curriculum leaders:

Susan Bisson, Instructional Technology;
Denny Conklin, Social Studies (K-12);
Matt Coleman, Math (K-12); Deb Perry, ELA
(K-12)

Principals:

Karen Donato, Thompson Elementary School;
Dr. Matthew Janger, Arlington High School

District Strategic Plan

Personalized Learning Initiatives:

- The purchase of additional digital learning devices to create a **one-to-one learning environment** at the elementary level
- The creation of maker-spaces and project blocks at the middle and high schools to incorporate **project based learning** into content area classes
- Introducing project based learning at the elementary level that includes choice, self pacing, and individualized instruction
- Senior internship program at the high school
- The MOOCS blended learning program at the high school
- The introduction of the TAB format of instruction in K-12 art classes
- The creation of DML computer classes at the middle school level

Arlington

MAPLE

Initiative: DML at Gibbs and Ottoson

Reasons & Goals:

Why is this initiative is important?
What are key desired outcomes?

Computing is part of everything we do!

- Expertise in computing enables you to solve complex, challenging problems.
- Computing enables you to make a positive difference in the world.
- Computing offers many types of lucrative careers.
- Computing jobs are here to stay, regardless of where you are located.
- Expertise in computing helps even if your primary career is something else.
- Computing offers great opportunities for true creativity and innovativeness.
- Computing has space for both collaborative work and individual effort.
- Computing is an essential part of well-rounded academic preparation.

<https://www.depauw.edu/academics/departments-programs/computer-science/why-study-computer-science/>

What are key desired outcomes

- making computer games and animations with Scratch
- designing 3D models and real keychains with TinkerCAD
- programming 3D-printed robots
- how computers work and how to stay safe online
- modern topics like fake news and artificial intelligence
- Basic real-world programming skills with Python

Action Steps:

What are this year's actionable steps?

Action Steps:

What are this year's actionable steps?

- Reaching (close to 100%?) of sixth grade students as a mandatory "exploratory" class

Arlington

MAPLE

Initiative: Visual Arts

Reasons &

Goals:

Why is this initiative is important?

What are key desired outcomes?

The recent initiative by the Arlington Public School Visual Art Department to practice and implement the Teaching For Artistic Behavior (TAB) instructional strategy dovetails beautifully with the initiative to increase personalized learning in Arlington Public Schools. TAB affirms each student's artistic identity and frees each student to make personal choices in theme, materials and artistic approach as they create their own independent work.

Action Steps:

What are this year's actionable steps?

Support each art teacher's research and practice related to TAB implementation. Connect art teachers with TAB professionals and with the latest research and assessment of the TAB strategy and other professional development opportunities including attendance at the National Art Education Association Conference this March.

What edtech are you using?

Success

Metrics:

How are you monitoring progress?
Be specific and link to tools and metrics that you are using.

Through observations of TAB lessons, through collaboration among TAB practitioners, through evaluative visits from TAB experts in the art educational field and through the evaluation of student outcomes based on new rubrics for student work that is produced in TAB settings.

Arlington

MAPLE

Initiative: Social Studies: Pin Ball Machine Project

Reasons & Goals:

Why is this initiative important?
What are key desired outcomes?

The primary goal of Cold War Pinball is engagement for the students. They will be creating a product that is intended to educate *and* entertain. Through the sequential and recursive process of researching, planning, and assembly, they will create something that's never been made before.

Action Steps:

What are this year's actionable steps?

What edtech are you using?

- 1) Create and design a working pinball machine that tells the story of an event or theme of the Cold War
- 2) In Makerspace: Begin to assemble Pinboxes
- 3) Research Cold War event in Media Center
- 4) Research/Design/Plan/Work in Makerspace: project must include title, set of instructions, 3 interactive elements on the pinball playing field
- 5) Skype with one of the creators of Pinbox; Work in Makerspace
- 6) Written essay: in 900 to 1200 words, argue how your Pinbox's topic exemplifies the essence of the Cold War. It is in this essay that you reflect your academic research.
- 7) Final construction of Pinboxes
- 8) Class presentation of projects

Success Metrics:

How are you monitoring progress?
Be specific and link to tools and metrics that you are using.

Criteria for Success: Pinbox design is attractive, thematic, detailed and clear; all required elements are present; instructions make immediate sense to players; works as intended.

Essay: Thesis statement clearly states how your assigned event is linked to the Cold War; evidence supports your thesis' claim; ideas are organized and clear; appropriate sources are utilized; spelling and grammar are perfect; works Cited is formatted correctly; in-text citations use used when appropriate

Standard 3 – Family and Community Engagement

1. Schedule of workshops for parents sponsored by the district
2. Dates of community forums for the new high school

UPCOMING PARENT FORUMS

2018-2019

TABLE OF CONTENTS

Additional information is posted as it becomes available.

September 25th – Encouraging Honest Conversation with your Elementary-Age Children about LGBTQIA+ Topics

October 2nd, 9th, 16th, 23rd, 30th – Guiding Good Choices (Fall 2018)

October 3rd – Redefining Mealtime: Use Food to Help Your Family Thrive

October 15th – Screenagers

October 30th – Changing the Culture Around Mental Health: It's Past Time.

November 15th – How to Raise Ethical/Thoughtful Children in the Age of Me Too

November 20th – You can Quit Smoking Free Hypnosis and Behavioral Modification Workshop

December 6th – Partying = intoxication a harmful message for teens

December 12th – AYCC hosts “UNSTUCK: An OCD Kids Movie” (*Snow date December 13th*)

January 7th, 14th, 28th, February 4th, 11th – Guiding Good Choices (Winter 2019)

January 22nd – Smoking and Vaping: Preventing Teen Trends (*Snow date January 24th*)

January 22nd – You can Quit Smoking Free Hypnosis and Behavioral Modification Workshop

February 6th – Homesick and Happy (Presented by Dr. Michael Thompson)

February 25th, March 4th, 11th, 18th, 25th – Guiding Good Choices (Winter 2019 Session 2)

March 6th – “I’m Done; What Do I Do Now?”

May 1st – Understanding Teen Depression

Updated: 03-31-19

ARLINGTON HIGH SCHOOL BUILDING PROJECT



[Home](#) > COMMUNITY FORUMS & EVENTS

Community Forums & Events

Detailed Design Phase

[October 30, 2019: Project Update](#)

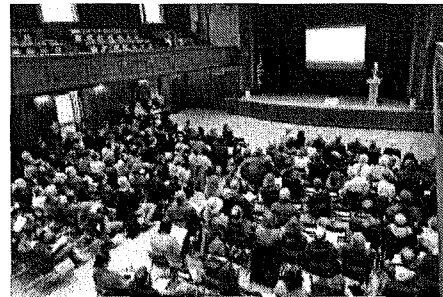
Schematic Design Phase

May 21, 2019: [Project Overview](#)

January 14, 2019: [Project update and cost discussion](#)

November 28, 2018: [Schematic Design and facade update](#)

September 24, 2018: [Project update and site definition](#)



Feasibility Phase

June 4, 2018: [Design Concept Feedback](#)

April 4, 2018: [Design Progress](#)

March 5, 2018: [AHS Tours & Design Patterns](#)

February 13, 2018: [Educational Visioning](#)

January 10, 2018: [Kick-off and Educational Visioning](#)

Public Tours of Arlington High School

June 2, 2019

May 23, 2019

Standard 4 – Professional Culture Evidence

1. Professional Development (samples):
 - 2018 Summer PD Highlights
 - November 6 PD Day Schedule
 - Materials shared with District Diversity Committee for discussion
2. Revised Mentoring Handbook introduction and table of contents and schedule for the August 2018 New Teacher Orientation.
3. Log of meetings with AEA President/Vice Presidents and with the Superintendent's Teacher Advisory Committee.

2018 Arlington Curriculum and Instruction Summer PD Highlights

ELA

- Sixth grade: Focus: Independent reading, essential questions.
- Seventh grade: Short story unit, coming up with supporting texts and lessons for our novels. They also worked on best practices, essential ideas and questions for the units, and how to begin the year.
- Eighth grade: Dialogue development: an extension of the work being done to help students find their voices and develop ownership of learning. These descriptors are part of the overall plan:

Appreciate: Share what you like, appreciate or value in the ideas you heard. Be specific.

Probe: Probe for more details. Ask questions that will help give you a better sense of another person's perspective.

Connect: Make a connection between something in the ideas you heard and your own experiences, feelings, or interests.

Extend: Describe how the ideas you heard extended your thoughts in new directions or gave you a new perspective.

- AHS:
 - Grade 9 finished up work on vocabulary.
 - Grade 11 refined one unit of the AP course in preparation for expanding that unit into the American Literature course during professional development this coming year. Various senior electives worked on specific units of study.

ELL

- The K-8 staff continued the work in updating and adding to the ESL MCUs designed by the state. We do not have any ELL curriculum and this is required for compliance for DESE ELL regulations. Each summer the ELL team uses the summer PD time to continue this major endeavor that is too much to focus on during the school year.

Health and Wellness

- The PE Highlight would be the Two Day Dance Workshop that Nina Martorana attended on June 25 and 26. It was titled "Teachers in Motion" and she will be introducing it to 6th graders at the Gibbs this year.

History/Social Studies

- In June, 3rd grade teachers met to learn about incorporating diverse narratives into the social studies curriculum. The PD day kicked off with a presentation from the Royall House which gave further information about slavery in New England and more specifically, in the Medford area. Teachers enriched their own learning by participating in a jigsaw activity where they learned more about free African Americans, women, transgender, and gay/lesbian individuals during the colonial era. Teachers followed up on this activity by examining possible new resources, sharing them with their peers, and giving recommendations on which books with diverse narratives would be good district-wide purchases to develop curriculum around.
- 1st grade teachers continued their work revising and refining their integrated ELA/Social Studies unit on fairy tales and rules/civics. Specifically, teachers discussed the first grade Children Discovering Justice field trip to the Moakley Courthouse (the mock Goldilocks and the 3 bears trial) as well as other end of the unit assessments like students creating a video about rules for the next year's incoming first graders.
- The 7th grade history teachers met to work on revising the World Geography curriculum to align with the new MA History Frameworks. Next year the course will turn into a Global Studies course with a focus on culture, geography, and modern issues.
- The 8th grade history teachers met following the DESE sponsored 3-day civics conference to begin work on the new civics course that will roll out for the 2019-2020 school year. Teachers began brainstorming units, essential questions, vocabulary, and possible textbooks/resources. They also laid out a rough timeline for the year of tasks to accomplish moving towards the new curriculum.
- The 9th grade Modern World History team met over the summer to complete its curriculum map revision. Teachers spent the past two years experimenting with a thematic, geographic, or chronological approach to teaching history. The resulting curriculum map reflects more non-European history (South Africa, Iran, Cuba, Brazil, China) and brings students up to the current day with issues like the rise of terrorism and globalization.

- Additional out of district PD: MA Historical Society (Loyalists in New England), Facing History & Ourselves (Reconstruction), Framingham State geography workshop, DESE Civics Conference, Fort Ticonderoga seminar, WW2 Museum in Natick, College Board AP Government Seminar

Instructional Technology

Session 1: 8:00 AM - 9:00 AM

- NoodleTools for Digital Research with Stacy Kitsis, AHS Library Media Teacher
- Creating with Chromebooks with Johanna Bradley, OMS & Gibbs Digital Learning Specialist
- Google Classroom and Google Forms and Quizzes with Jeff Snyder, AHS Digital Learning Specialist

Session 2: 9:15 AM - 10:15 AM

- PowerTeacher Pro Gradebook with Jeff Snyder, AHS Digital Learning Specialist
- Basic Computer Skills with Johanna Bradley, OMS & Gibbs Digital Learning Specialist
- Student Voice & Choice with Susan Bisson, Director of Digital Learning

Math

ELEMENTARY SCHOOL - 3 DIFFERENT TIERS OF OPTIONS:

- Unit planning option -25 teachers from K-5 who spent day planning to start off year strong by focusing on first unit
- Curriculum Support - had 45 different teachers participating in PD offered by TERC.
- Offered a course titled "Developing Mathematics Institute. The teachers explored building a system of 10's. (18 Teachers)

Middle School

- Focus was on curriculum realignment for computer science

High school

- Focus on curriculum realignment for algebra 1

METCO

- First Aid Mental Health (facilitated with Julie Dunn)
- Tonika Claiborne participated in the Harvard MATCH program

Performing Arts

- Developed a standards-based course outline template and completed course outlines for the following courses: Drama 1, Intro to Music Technology, Madrigal Singers, Chorale, and Freshman Course. (Up until now there have been no curriculum documents for high school courses. This is a start on what will be a long-term project.)

Science

OMS/Gibbs

Gr 6 / 7 / 8

- Introduction of new science resources, IScience, being phased in for middle grades.
- Included familiarization with digital resources and MA Frameworks alignment.

Gr 6/7/8

- Technology PD to update curriculum and familiarize new teachers with it.

AHS

Physical Science (gr 9)

- Updating curriculum to align with MA Frameworks

Biology (gr 10)

- Updating curriculum to better align with MA Frameworks and better pacing and sequencing.

Anatomy (gr 11/12)

- Adjusting scope and sequence to refine the curriculum

Chemistry (gr 11/12)

- Adjusting scope and sequence to better differentiate all levels of Chemistry (H,A,B)

- Science units for low performing students (all HS grades, all programs- Millbrook, Reach, Harbor, etc.)
- Developing strategies and units that would be adaptable for low performing students in order to allow better differentiation.

SEL/Counseling

Gibbs and Ottoson Counselors

- Crafted vision statements and core values of the department. Mapped out programming for all students to receive directly from counselors or indirectly from advisory teachers with coaching and support from counselors. Created annual calendar that aligns 6, 7 and 8 grade programming. Began planning action steps for implementation.

Preschool

- Integrated SEL work with the Pyramid model and existing Preschool curriculum/programming. This included curriculum maps, monthly themes and aligned programming with Social Thinking, literacy, math, SEL skills and district-wide SASS goals. Major focus on universal/tier 1 work and moved a few interventions into appropriate advanced tiers. We began to plan for effective implementation with a leadership team.

YMHFA (Youth Mental Health First Aid)

- Ran trainings for new and existing staff in YMHFA and they were very successful.

Visual Arts

- Brand new curriculum was developed for two new AHS courses being offered in the 2018-19 school year. These new half-year courses, “Ceramic Pottery and Sculpture” and “Sculpture” reintroduce ceramics to the high school visual art program and strengthens our offerings in 3D curriculum. Also, the ceramics/sculpture studio (room 206) and kiln room were redesigned and reorganized. (6 days, 1 teacher)
- The curricula in three existing courses, “Foundations in Studio Art”, “Painting I” and “Painting II” were improved, expanding student choice, breadth of projects and personalizing the curricula to an even greater degree. (2 days, 1 teacher)

- An APS K-5 art teacher with strong skills in ceramics conducted an in-house two-day workshop for five other APS K-5 art teachers. This workshop was designed to increase all teachers' skills in the use of clay, glazing and firing. The workshop also provided time for all of the K-5 art teachers to discuss related curriculum and teaching strategies for all grade levels. This positively impacts the art programs in all seven APS elementary schools. (2 days for 5 teachers, 3 days for 1 teacher)
- The two art teachers who will run the seventh and eighth grade art programs at Ottoson Middle School spent two days reconfiguring the art rooms at OMS and spent time adapting the visual art curricula to a two-grade school. These art teachers also transformed the teaching spaces into much more visually exciting places in which to make art. Discussions were held about the growing digital aspect of the OMS art program as well as the increase in projects that promote in social and emotional learning. (2 days, 2 teachers)

World Languages

- In WL we worked on first steps in curriculum revisions for Spanish 7/8/1, French 3, & Mandarin 3.
- The WL department sponsored 2 teacher participants as well the director to attend MaFLA's (the state WL professional organization) Proficiency Academy, and one WL teacher facilitated a strand there.

All Day Professional Development Day
Topic: Cultural Competency
Keynote Speaker: Roberto Rivera
Tuesday November 6, 2018
8:00-3:30 PM
AHS/Brackett/Ottoson

TOPIC: Cultural Competency

Attendees: District Staff

TO PREPARE FOR THIS MEETING, PLEASE:

- Read this agenda

Schedule [All Day]

| TIME | MINS | ACTIVITY |
|----------------|------|---|
| 8:00-8:30 AM | 30 | <ul style="list-style-type: none"> • Sign-in (Entrance to AHS) • Enjoy light refreshments (AHS cafeteria) |
| 8:30-10:00 AM | 90 | <ul style="list-style-type: none"> • Keynote Speaker, Roberto Rivera (AHS: Lowe Auditorium) <ul style="list-style-type: none"> ◦ Keynote message: <i>"Hip-Hop(e): The Art and Science of Creating an Environment Where All Youth Can Thrive"</i> |
| 10:00-10:15 AM | 15 | <ul style="list-style-type: none"> • Travel to Rooms for Debriefing session <ul style="list-style-type: none"> ◦ Click on the following link to find out where you go for your debrief: <ul style="list-style-type: none"> ■ Room Assignments |
| 10:15-11:15 | 60 | <ul style="list-style-type: none"> • Debrief about the morning message using the 4 As protocol and template |
| 11:15-12:30 PM | 75 | <ul style="list-style-type: none"> • Pick-up boxed lunch (AHS cafeteria) • Eat Lunch • Travel to afternoon destination |
| 12:30-2:30 PM | 120 | <ul style="list-style-type: none"> • Elementary Staff works with Dr. Carlos Hoyt (AHS: Lowe Auditorium) <ul style="list-style-type: none"> ◦ Brackett Staff returns to Brackett Elementary ◦ Preschool staff returns to preschool <ul style="list-style-type: none"> ■ Focus: Pyramid Model |
| 12:30-3:30 PM | 180 | <ul style="list-style-type: none"> • Gibbs and Ottoson Staff work with Roberto Rivera (Ottoson Middle School) |
| 12:30-3:30 PM | 180 | <ul style="list-style-type: none"> • AHS Staff participates in Collaborative Problem Solving training (Old Hall) |

Turning point: A time at which a decisive change in a situation occurs,
especially one with beneficial results

Arlington Public Schools
Tuesday, November 6, 2018

12:40PM-1:10PM

Inclusivity Should Be *Inclusive*: “But That’s Just Good Teaching!”

Heart-Head-Hands Self-inventory & Turning Point Discussion

1:10PM-1:40PM

Inclusive Language

Heart-Head-Hands Self-inventory & Turning Point Discussion

1:40PM-2:10PM

Race Racialization & Racism

Heart-Head-Hands Self-inventory & Turning Point Discussion

2:10PM-2:30PM

Reflection Discussion & Closure

NOTES

Turning point: A time at which a decisive change in a situation occurs, especially one with beneficial results

Arlington Public Schools
Tuesday, November 6, 2018

Approach

Engage participants in active synthesis and praxis of two key areas of inclusive pedagogy they can apply or improve immediately.

Each segment will include framing the area, providing key information, best practice illustrations, and the opportunity for self-appraisal (using a Heart-Head-Hands model – see below) and pair-share discussion about turning the experience into improved practice, followed by brief Q&A with the facilitators.

For facilitation, I have in mind that I would present the frame, key information, and best practice examples, and then during the Q&A a panel of folks would be on hand to respond from the perspective of their roles and expertise in APS. The panel would/could include Rod, Sara, Allison, Margaret, and Denny (but I would leave the settling of that to the two of you.)

By including these district-wide leaders and sources of support (who are also now part of the District Diversity Committee (DDC)), we'd begin to demonstrate the Committee's value and start to get people used to the team.

Below is a sketch of how the framing might go.

My question to you and the team is what would be the most meaningful and manageable areas to cover in this time with so many people.

I considered (after a roughly 15-20-minute introduction on inclusive pedagogy) three segments on *inclusive language*, *empathy*, and *race* (racism, microaggressions), but I think we won't have time or the right structure to explore race (no opportunity for small group or close facilitation/processing). Therefore, I suggest we focus on inclusive language and empathy as two very valuable areas that I/we can speak to clearly and concisely.

If, however, you feel there's something we should and can manageably do in the area of race or implicit bias or something related, please let me know and I'll certainly try to think through a safe and effective way to do it.

Please feel free to write back with questions, thoughts, etc. and to share this at the meeting you have tomorrow with the team.

I see in my calendar that the DDC is scheduled to meet on Thursday. Perhaps we could finalize plans at that meeting?

12:40PM-1:00PM

Inclusivity Should Be *Inclusive*: “But That’s Just Good Teaching!”

Heart-Head-Hands Self-inventory & Turning Point Discussion

I’ll will provide a clear rationale for inclusive pedagogy and make the case that good teaching does and must include attention to social-emotional and cultural competence knowledge and skills. I’ll draw on two articles for this. One is *Pursuing Social and Emotional Development Through a Racial Equity Lens: A Call to Action*. The other is *But That’s Just Good Teaching! The Case for Culturally Relevant Pedagogy*.

I’ll also review the Diversity Equity & Inclusion model from my own school, The Chestnut Hill School (CHS), to give participants a sense of how to conceptualize thinking about the full spectrum of social identity.

1:00PM-1:40PM

Inclusive Language

Heart-Head-Hands Self-inventory & Turning Point Discussion

Here I’ll use material from my PDs at CHS to frame the discussion and provide illustrations of best practice.

1:40PM-2:20PM

Empathy

Heart-Head-Hands Self-inventory & Turning Point Discussion

Here I’ll share the school-wide focus on empathy we are currently involved in at CHS, including a short video that explains empathy and a book we’ve written that our kids are illustrating. Both these example can be easily and quickly adapted to any elementary school setting.

2:20PM-2:30PM

Reflection & Closure

Heart-Head-Hands Self-inventory & Turning Point Discussion

If you're uncertain, skeptical, cynical or otherwise uncommitted regarding the task, there's little chance you'll pursue it effectively.

If you're unknowledgeable regarding the theory, rationale, and best practices associated with the task, there's little chance you'll risk trying it – and you shouldn't!

If you've had no opportunities to practice the task in safe, supportive environments to gain a sufficient sense of skill and confidence, it would be daunting to have to learn via trial by fire.

Inclusivity Should Be Inclusive: “But That’s Just Good Teaching!”

1. What will you do differently starting tomorrow to keep the full spectrum of personhood at the center of your teaching?
 2. What's hindering you in this effort?
 3. What do you need to optimize your practice in this area?
-

Inclusive Language

1. What will you do differently starting tomorrow to keep the full spectrum of personhood at the center of your teaching?
 2. What's hindering you in this effort?
 3. What do you need to optimize your practice in this area?
-

Unintentional Bias, Race, Microaggression, Racism

1. What will you do differently starting tomorrow to keep the full spectrum of personhood at the center of your teaching?
2. What's hindering you in this effort?
3. What do you need to optimize your practice in this area?

But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy



Gloria Ladson-Billings

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But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy

FOR THE PAST 6 YEARS I have been engaged in research with excellent teachers of African American students (see, for example, Ladson-Billings, 1990, 1992b, 1992c, 1994). Given the dismal academic performance of many African American students (The College Board, 1985), I am not surprised that various administrators, teachers, and teacher educators have asked me to share and discuss my findings so that they might incorporate them in their work. One usual response to what I share is the comment around which I have based this article, "But, that's just good teaching!" Instead of some "magic bullet" or intricate formula and steps for instruction, some members of my audience are shocked to hear what seems to them like some rather routine teaching strategies that are a part of good teaching. My response is to affirm that, indeed, I am describing good teaching, and to question why so little of it seems to be occurring in the classrooms populated by African American students.

The pedagogical excellence I have studied is good teaching, but it is much more than that. This article is an attempt to describe a pedagogy I have come to identify as "culturally relevant" (Ladson-Billings, 1992a) and to argue for its centrality in the academic success of African American and other children who have not been well served by our nation's public schools. First, I provide some background in-

formation about other attempts to look at linkages between school and culture. Next, I discuss the theoretical grounding of culturally relevant teaching in the context of a 3-year study of successful teachers of African American students. I conclude this discussion with further examples of this pedagogy in action.

Linking Schooling and Culture

Native American educator Cornel Pewewardy (1993) asserts that one of the reasons Indian children experience difficulty in schools is that educators traditionally have attempted to insert culture into the education, instead of inserting education into the culture. This notion is, in all probability, true for many students who are not a part of the White, middle-class mainstream. For almost 15 years, anthropologists have looked at ways to develop a closer fit between students' home culture and the school. This work has had a variety of labels including "culturally appropriate" (Au & Jordan, 1981), "culturally congruent" (Mohatt & Erickson, 1981), "culturally responsive" (Cazden & Leggett, 1981; Erickson & Mohatt, 1982), and "culturally compatible" (Jordan, 1985; Vogt, Jordan, & Tharp, 1987). It has attempted to locate the problem of discontinuity between what students experience at home and what they experience at school in the speech and language interactions of teachers and students. These sociolinguists have suggested that if students' home language is incorporated into the classroom, students are more likely to experience academic success.

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Villegas (1988), however, has argued that these micro-ethnographic studies fail to deal adequately with the macro social context in which student failure takes place. A concern I have voiced about studies situated in speech and language interactions is that, in general, few have considered the needs of African American students.¹

Irvine (1990) dealt with the lack of what she termed "cultural synchronization" between teachers and African American students. Her analysis included the micro-level classroom interactions, the "mid-level" institutional context (i.e., school practices and policies such as tracking and disciplinary practices), and the macro-level societal context. More recently Perry's (1993) analysis has included the historical context of the African American's educational struggle. All of this work—micro through macro level—has contributed to my conception of culturally relevant pedagogy.

What is Culturally Relevant Pedagogy?

In the current attempts to improve pedagogy, several scholars have advanced well-conceived conceptions of pedagogy. Notable among these scholars are Shulman (1987), whose work conceptualizes pedagogy as consisting of subject matter knowledge, pedagogical knowledge, and pedagogical content knowledge, and Berliner (1988), who doubts the ability of expert pedagogues to relate their expertise to novice practitioners. More recently, Bartolome (1994) has decried the search for the "right" teaching strategies and argued for a "humanizing pedagogy that respects and uses the reality, history, and perspectives of students as an integral part of educational practice" (p. 173).

I have defined culturally relevant teaching as a pedagogy of opposition (1992c) not unlike critical pedagogy but specifically committed to collective, not merely individual, empowerment. Culturally relevant pedagogy rests on three criteria or propositions: (a) Students must experience academic success; (b) students must develop and/or maintain cultural competence; and (c) students must develop a critical consciousness through which they challenge the status quo of the current social order.

Academic success

Despite the current social inequities and hostile classroom environments, students must develop their

academic skills. The way those skills are developed may vary, but all students need literacy, numeracy, technological, social, and political skills in order to be active participants in a democracy. During the 1960s when African Americans were fighting for civil rights, one of the primary battlefronts was the classroom (Morris, 1984). Despite the federal government's failed attempts at adult literacy in the South, civil rights workers such as Septima Clark and Esau Jenkins (Brown, 1990) were able to teach successfully those same adults by ensuring that the students learned that which was most meaningful to them. This approach is similar to that advocated by noted critical pedagogue Paulo Freire (1970).

While much has been written about the need to improve the self-esteem of African American students (see for example, Banks & Grambs, 1972; Branch & Newcombe, 1986; Crooks, 1970), at base students must demonstrate academic competence. This was a clear message given by the eight teachers who participated in my study.² All of the teachers demanded, reinforced, and produced academic excellence in their students. Thus, culturally relevant teaching requires that teachers attend to students' academic needs, not merely make them "feel good." The trick of culturally relevant teaching is to get students to "choose" academic excellence.

In one of the classrooms I studied, the teacher, Ann Lewis,³ focused a great deal of positive attention on the African American boys (who were the numerical majority in her class). Lewis, a White woman, recognized that the African American boys possessed social power. Rather than allow that power to influence their peers in negative ways, Lewis challenged the boys to demonstrate academic power by drawing on issues and ideas they found meaningful. As the boys began to take on academic leadership, other students saw this as a positive trait and developed similar behaviors. Instead of entering into an antagonistic relationship with the boys, Lewis found ways to value their skills and abilities and channel them in academically important ways.

Cultural competence

Culturally relevant teaching requires that students maintain some cultural integrity as well as academic excellence. In their widely cited article, Fordham and Ogbu (1986) point to a phenomenon called "acting White," where African American

students fear being ostracized by their peers for demonstrating interest in and succeeding in academic and other school related tasks. Other scholars (Hollins, 1994; King, 1994) have provided alternate explanations of this behavior.⁴ They suggest that for too many African American students, the school remains an alien and hostile place. This hostility is manifest in the "styling" and "posturing" (Majors & Billson, 1992) that the school rejects. Thus, the African American student wearing a hat in class or baggy pants may be sanctioned for clothing choices rather than specific behaviors. School is perceived as a place where African American students cannot "be themselves."

Culturally relevant teachers utilize students' culture as a vehicle for learning. Patricia Hilliard's love of poetry was shared with her students through their own love of rap music. Hilliard is an African American woman who had taught in a variety of schools, both public and private for about 12 years. She came into teaching after having stayed at home for many years to care for her family. The mother of a teenaged son, Hilliard was familiar with the music that permeates African American youth culture. Instead of railing against the supposed evils of rap music, Hilliard allowed her second grade students to bring in samples of lyrics from what both she and the students determined to be non-offensive rap songs.⁵ Students were encouraged to perform the songs and the teacher reproduced them on an overhead so that they could discuss literal and figurative meanings as well as technical aspects of poetry such as rhyme scheme, alliteration, and onomatopoeia.

Thus, while the students were comfortable using their music, the teacher used it as a bridge to school learning. Their understanding of poetry far exceeded what either the state department of education or the local school district required. Hilliard's work is an example of how academic achievement and cultural competence can be merged.

Another way teachers can support cultural competence was demonstrated by Gertrude Winston, a White woman who has taught school for 40 years.⁶ Winston worked hard to involve parents in her classroom. She created an "artist or crafts-person-in-residence" program so that the students could both learn from each other's parents and affirm cultural knowledge. Winston developed a rapport with parents and invited them to come into the classroom for 1 or 2 hours at

a time for a period of 2-4 days. The parents, in consultation with Winston, demonstrated skills upon which Winston later built.

For example, a parent who was known in the community for her delicious sweet potato pies did a 2-day residency in Winston's fifth grade classroom. On the first day, she taught a group of students⁷ how to make the pie crust. Winston provided supplies for the pie baking and the students tried their hands at making the crusts. They placed them in the refrigerator overnight and made the filling the following day. The finished pies were served to the entire class.

The students who participated in the "seminar" were required to conduct additional research on various aspects of what they learned. Students from the pie baking seminar did reports on George Washington Carver and his sweet potato research, conducted taste tests, devised a marketing plan for selling pies, and researched the culinary arts to find out what kind of preparation they needed to become cooks and chefs. Everyone in Winston's class was required to write a detailed thank you note to the artist/crafts-person.

Other residencies were done by a carpenter, a former professional basketball player, a licensed practical nurse, and a church musician. All of Winston's guests were parents or relatives of her students. She did not "import" role models with whom the students did not have firsthand experience. She was deliberate, in reinforcing that the parents were a knowledgeable and capable resource. Her students came to understand the constructed nature of things such as "art," "excellence," and "knowledge." They also learned that what they had and where they came from was of value.

A third example of maintaining cultural competence was demonstrated by Ann Lewis, a White woman whom I have described as "culturally Black" (Ladson-Billings, 1992b; 1992c). In her sixth grade classroom, Lewis encouraged the students to use their home language while they acquired the secondary discourse (Gee, 1989) of "standard" English. Thus, her students were permitted to express themselves in language (in speaking and writing) with which they were knowledgeable and comfortable. They were then required to "translate" to the standard form. By the end of the year, the students were not only facile at this "code-switching" (Smitherman, 1981) but could better use both languages.

Critical consciousness

Culturally relevant teaching does not imply that it is enough for students to choose academic excellence and remain culturally grounded if those skills and abilities represent only an individual achievement. Beyond those individual characteristics of academic achievement and cultural competence, students must develop a broader sociopolitical consciousness that allows them to critique the cultural norms, values, mores, and institutions that produce and maintain social inequities. If school is about preparing students for active citizenship, what better citizenship tool than the ability to critically analyze the society?

Freire brought forth the notion of "conscientization," which is "a process that invites learners to engage the world and others critically" (McLaren, 1989, p. 195). However, Freire's work in Brazil was not radically different from work that was being done in the southern United States (Chilcoat & Ligon, 1994) to educate and empower African Americans who were disenfranchised.

In the classrooms of culturally relevant teachers, students are expected to "engage the world and others critically." Rather than merely bemoan the fact that their textbooks were out of date, several of the teachers in the study, in conjunction with their students, critiqued the knowledge represented in the textbooks, and the system of inequitable funding that allowed middle-class students to have newer texts. They wrote letters to the editor of the local newspaper to inform the community of the situation. The teachers also brought in articles and papers that represented counter knowledge to help the students develop multiple perspectives on a variety of social and historical phenomena.

Another example of this kind of teaching was reported in a Dallas newspaper (Robinson, 1993). A group of African American middle school students were involved in what they termed "community problem solving" (see Tate, this issue). The kind of social action curriculum in which the students participated is similar to that advocated by scholars who argue that students need to be "centered" (Asante, 1991; Tate, 1994) or the *subjects* rather than the objects of study.

Culturally Relevant Teaching in Action

As previously mentioned, this article and its theoretical undergirding come from a 3-year study of successful teachers of African American students.

The teachers who participated in the study were initially selected by African American parents who believed them to be exceptional. Some of the parents' reasons for selecting the teachers were the enthusiasm their children showed in school and learning while in their classrooms, the consistent level of respect they received from the teachers, and their perception that the teachers understood the need for the students to operate in the dual worlds of their home community and the White community.

In addition to the parents' recommendations, I solicited principals' recommendations. Principals' reasons for recommending teachers were the low number of discipline referrals, the high attendance rates, and standardized test scores.⁸ Teachers whose names appeared as both parents' and principals' recommendations were asked to participate in the study. Of the nine teachers' names who appeared on both lists, eight were willing to participate. Their participation required an in-depth ethnographic interview (Spradley, 1979), unannounced classroom visitations, videotaping of their teaching, and participation in a research collective with the other teachers in the study. This study was funded for 2 years. In a third year I did a follow-up study of two of the teachers to investigate their literacy teaching (Ladson-Billings, 1992b; 1992c).

Initially, as I observed the teachers I could not see patterns or similarities in their teaching. Some seemed very structured and regimented, using daily routines and activities. Others seemed more open or unstructured. Learning seemed to emerge from student initiation and suggestions. Still others seemed eclectic—very structured for certain activities and unstructured for others. It seemed to be a researcher's nightmare—no common threads to pull their practice together in order to relate it to others. The thought of their pedagogy as merely idiosyncratic, a product of their personalities and individual perspectives, left me both frustrated and dismayed. However, when I was able to go back over their interviews and later when we met together as a group to discuss their practice, I could see that in order to understand their practice it was necessary to go beyond the surface features of teaching "strategies" (Bartolome, 1994). The philosophical and ideological underpinnings of their practice, i.e. how they thought about themselves as teachers and how they thought about others (their students, the students' parents, and other

community members), how they structured social relations within and outside of the classroom, and how they conceived of knowledge, revealed their similarities and points of congruence.⁹

All of the teachers identified strongly with teaching. They were not ashamed or embarrassed about their professions. Each had chosen to teach and, more importantly, had chosen to teach in this low-income, largely African American school district. The teachers saw themselves as a part of the community and teaching as a way to give back to the community. They encouraged their students to do the same. They believed their work was artistry, not a technical task that could be accomplished in a recipe-like fashion. Fundamental to their beliefs about teaching was that all of the students could and must succeed. Consequently, they saw their responsibility as working to guarantee the success of each student. The students who seemed furthest behind received plenty of individual attention and encouragement.

The teachers kept the relations between themselves and their students fluid and equitable. They encouraged the students to act as teachers, and they, themselves, often functioned as learners in the classroom. These fluid relationships extended beyond the classroom and into the community. Thus, it was common for the teachers to be seen attending community functions (e.g., churches, students' sports events) and using community services (e.g., beauty parlors, stores). The teachers attempted to create a bond with all of the students, rather than an idiosyncratic, individualistic connection that might foster an unhealthy competitiveness. This bond was nurtured by the teachers' insistence on creating a community of learners as a priority. They encouraged the students to learn collaboratively, teach each other, and be responsible for each other's learning.

As teachers in the same district, the teachers in this study were responsible for meeting the same state and local curriculum guidelines.¹⁰ However, the way they met and challenged those guidelines helped to define them as culturally relevant teachers. For these teachers, knowledge is continuously recreated, recycled, and shared by the teachers and the students. Thus, they were not dependent on state curriculum frameworks or textbooks to decide what and how to teach.

For example, if the state curriculum framework called for teaching about the "age of exploration,"

they used this as an opportunity to examine conventional interpretations and introduce alternate ones. The content of the curriculum was always open to critical analysis.

The teachers exhibited a passion about what they were teaching—showing enthusiasm and vitality about what was being taught and learned. When students came to them with skill deficiencies, the teachers worked to help the students build bridges or scaffolding so that they could be proficient in the more challenging work they experienced in these classrooms.

For example, in Margaret Rossi's sixth grade class, all of the students were expected to learn algebra. For those who did not know basic number facts, Rossi provided calculators. She believed that by using particular skills in context (e.g., multiplication and division in the context of solving equations), the students would become more proficient at those skills while acquiring new learning.

Implications for Further Study

I believe this work has implications for both the research and practice communities. For researchers, I suggest that this kind of study must be replicated again and again. We need to know much more about the practice of successful teachers for African American and other students who have been poorly served by our schools. We need to have an opportunity to explore alternate research paradigms that include the voices of parents and communities in non-exploitative ways.¹¹

For practitioners, this research reinforces the fact that the place to find out about classroom practices is the naturalistic setting of the classroom and from the lived experiences of teachers. Teachers need not shy away from conducting their own research about their practice (Zeichner & Tabachnick, 1991). Their unique perspectives and personal investment in good practice must not be overlooked. For both groups—researchers and practitioners alike—this work is designed to challenge us to reconsider what we mean by "good" teaching, to look for it in some unlikely places, and to challenge those who suggest it cannot be made available to all children.

Notes

1. Some notable exceptions to this failure to consider achievement strategies for African American students are

Ways With Words (Heath, 1983); "Fostering Early Literacy Through Parent Coaching" (Edwards, 1991); and "Achieving Equal Educational Outcomes for Black Children" (Hale-Benson, 1990).

2. I have written extensively about this study, its methodology, findings, and results elsewhere. For a full discussion of the study, see Ladson-Billings (1994).

3. All study participants' names are pseudonyms.

4. At the 1994 annual meeting of the American Educational Research Association, King and Hollins presented a symposium entitled, "The Burden of Acting White Revisited."

5. The teacher acknowledged the racism, misogyny, and explicit sexuality that is a part of the lyrics of some rap songs. Thus, the students were directed to use only those songs they felt they could "sing to their parents."

6. Winston retired after the first year of the study but continued to participate in the research collaborative throughout the study.

7. Because the residency is more than a demonstration and requires students to work intensely with the artist or craftsman, students must sign up for a particular artist. The typical group size was 5-6 students.

8. Standardized test scores throughout this district were very low. However, the teachers in the study distinguished themselves because students in their classrooms consistently produced higher test scores than their grade level colleagues.

9. As I describe the teachers I do not mean to suggest that they had no individual personalities or practices. However, what I was looking for in this study were ways to describe the commonalities of their practice. Thus, while this discussion of culturally relevant teaching may appear to infer an essentialized notion of teaching practice, none is intended. Speaking in this categorical manner is a heuristic for research purposes.

10. The eight teachers were spread across four schools in the district and were subjected to the specific administrative styles of four different principals.

11. Two sessions at the 1994 annual meeting of the American Educational Research Association in New Orleans entitled, "Private Lives in Public Conversations: Ethics of Research Across Communities of Color," dealt with concerns for the ethical standards of research in non-White communities.

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Pursuing Social and Emotional Development Through a Racial Equity Lens: A Call to Action

Both equity and social, emotional, and academic development are currently receiving much-needed attention, but neither can fully succeed without recognizing strengths and addressing gaps in these complementary priorities. **Rather than being pursued as two separate bodies of work, the field needs to identify ways in which equity and social, emotional, and academic development can be mutually reinforcing.** To accomplish this requires examining issues of race directly; this can be difficult and uncomfortable, but we cannot avoid race and let the challenges go unacknowledged and, therefore, inadequately addressed.

A good education is critical to success in college, career, and life. In addition to building academic knowledge, education also plays a vital role in helping young people build independence and the relationship skills that facilitate taking care of oneself and others, exercise the rights and privileges of living in a pluralistic and diverse democracy, and develop an integrated identity.¹ Indeed, the greatness of public education lies in its promise to take all individuals and provide them the opportunity to build the life they want. Our system of public education, however, hasn't been designed—and therefore has been unable—to meet this vision, especially for students of color and indigenous youth.²

Over half of public school students are now students of color, and the share of students of color is expected to continue to grow in the coming decades.³ Students of color and their families bring tremendous assets to their schools and communities⁴ and increasing diversity in the classroom can create benefits for all students.⁵ Despite these assets, low-income students and students of color are adversely affected in nearly every measure of well-being—educational, social, financial, emotional,

and physical—which in turn affects both their readiness to learn and their long-term life outcomes.⁶

U.S. schools systemically provide fewer resources to students of color and students from low-income families, including less funding, fewer enrichment activities, less rigorous coursework, lower-quality materials and other physical resources, curriculum that doesn't reflect their background and culture, and unequal access to highly effective teachers.⁷ These inequities not only hobble students' individual chances for success, but also undermine shared growth in an economy where most jobs that pay a living wage require some form of post-secondary education.⁸

In an equitable education system, every student has access to the resources and educational rigor they need at the right moment in their education, irrespective of race, ethnicity, gender, sexual orientation, language, disability, family background, family income, citizenship, or tribal status. Equity is not just about resource allocation, however. While there is a need for additional resources to allow schools serving students of color to provide rich educational experiences, **merely ensuring**

more equitable resource allocation won't ensure that schools are affirming of students' background and cultural and linguistic heritage.

It is well known that many students face adversity outside of school—in housing and food insecurity, inadequate access to health care, and disproportionate punishment by the criminal justice system, for example—which impedes their ability to learn in school. Too often, however, students of color also face adversity *inside* of school, including lower expectations, harsh disciplinary approaches, negative school environments, and racial microaggressions that disconnect rather than connect them to school.⁹ Further, negative stereotypes about ability also play a role in suppressing performance and engagement in school; indeed, much of the psychological pressure students of color feel stems from their awareness of how students like them can be, and often

are, perceived.¹⁰ In order to master academic content and successfully progress through K-12 schooling, students need to feel safe (physically and psychologically), be connected to teachers and peers, see the value of what they are being asked to learn, and believe they have a real chance to succeed.¹¹

Unfortunately, many efforts to advance educational equity focus only on inputs (e.g., money, teachers, materials) and outputs (e.g., test scores, graduation rates, college access) and not on improving learning environments, reducing bias (the unconscious association of attitudes or stereotypes toward particular groups) and building asset-based mindsets in students *and* staff. **To make substantive progress toward improving educational equity, education leaders need to tackle inequity with race in mind—or through a racial equity lens—and at multiple levels: individual, institutional, and societal.**

Our Vision: In an equitable education system, every student has access to the resources and educational rigor they need at the right moment in their education, irrespective of race, ethnicity, gender, sexual orientation, language, disability, family background, family income, citizenship, or tribal status. Equity is not just about resource allocation, however. While there is a need for additional resources to allow schools serving students of color to provide rich educational experiences, merely ensuring more equitable resource allocation won't ensure that schools are affirming of students' background and cultural and linguistic heritage.

Definition

Social and emotional development comprises specific skills and competencies that people need in order to set goals, manage behavior, build relationships, and process and remember information. These skills and competencies develop in a complex system of contexts, interactions, and relationships, suggesting that organizations must take a comprehensive approach to promoting social and emotional development—addressing adult skills and beliefs; organizational culture, climate, and norms; and routines and structures that guide basic interactions and instruction—and that such approaches are most effective when designed to match the needs and contexts of specific organizations and communities.¹² Put simply, social and emotional development is not just about the skills that students and adults possess and deploy; it is also about the features of the educational setting itself, including culture and climate.

The Opportunity

While it will take a concerted, multi-sector (i.e., housing, criminal justice, healthcare, etc.) approach to achieve full equity for all students and for society, **schools have an important role to play by creating environments that are safe and conducive to learning; helping students develop the skills, habits, and dispositions that support success in school and beyond; and helping to meet students' basic needs that may originate outside of school**, such as through food and clothing assistance. The prioritization of social, emotional, and academic development (SEAD) through a racial equity lens is one critical piece of the puzzle. Most educators and school system leaders have good intentions and are committed to equity. But good intentions do not obviate the

need to understand historical context and the role of race, racism, white privilege, and implicit bias in holding students back. Research indicates that teachers, like everyone, are subject to implicit biases associated with race and ethnicity, which can affect their judgments of student behavior and their relationships with students and families.¹³ As educators and school system leaders attempt to pursue more intentional approaches to social, emotional, and academic development, the absence of a racial equity lens has led to some challenges with implementation and unintended, negative consequences, particularly for students of color and indigenous youth.

The Evidence Base for SEAD

Decades of research in human development, cognitive and behavioral neuroscience, and educational practice and policy, as well as other fields, have illuminated that social and emotional development is central to learning. In addition to being broadly supported by teachers and parents,¹⁴ a focus on social, emotional, and academic development in school results in the following benefits for students and society:

- Gains in student achievement, including test scores, on-time graduation rates, and post-secondary enrollment and completion;¹⁵
- Reduced incidence of delinquency and other challenging behaviors;¹⁶
- Improved long-term outcomes in employment, health, and civic engagement;¹⁷
- Reduced rates of depression, anxiety, and risky behaviors;¹⁸ and
- Development of skills that are highly valued among employers.¹⁹

Considerations for Implementing SEAD with a Racial Equity Lens

Productive strategies for implementing SEAD have demonstrated how an equity lens can support strong gains for all students, including students of color.²⁰ In order for educators to address challenges, they must be aware of—and intentionally avoid—the causes, taking these considerations into account:

Build on strengths:

Efforts aimed at leveraging SEAD to improve outcomes for disadvantaged students may focus inordinately on addressing adverse childhood experiences (ACEs) and trauma. While these approaches have value, an exclusive focus on deficits leads schools to try to “fix” students of color and students living in poverty, and thereby fail to recognize and capitalize on students’ strengths and assets, including their tremendous resilience. In an effort to fix certain students or schools through SEAD programs, school systems can send the erroneous messages that students of color have greater deficits than assets, and that other—predominately affluent and white schools and students—do not need the benefit of SEAD, although they do.



Educators need to see students, families, and communities for more than their challenges and build on their already-existing cognitive, social, and emotional competencies, working to create environments in which they can thrive and targeting supports where needed.

Attend to root causes:

Schools or programs that focus inordinately on self-management skills—such as anger management and impulse control or mindfulness—and characteristics—like grit and resilience—may ignore the existence of real trauma in students’ lives as well as ignore or discount their lived experiences with racism and white privilege.



Students need supports that also address injustice and related trauma (including discrimination, violence, homelessness, and hunger) directly and need to understand that their negative feelings are legitimate and justified, even as students learn strategies to direct their feelings toward productive ends.

Address stereotype threat:

The way students are treated in school can trigger or ameliorate stereotype threat, which occurs when people feel they are at risk of being stigmatized by assumptions that associate their social identity with undesirable characteristics. Students who have received societal or school-delivered messages that they are less capable as a function of race, ethnicity, language background, gender, economic status, or disability will often translate those views into negative self-perceptions of ability that suppress their academic achievement.²¹



Stereotype threat can be mitigated in the classroom through teachers’ use of affirmations that the student is seen as competent and valued and by a focus on tasks as the basis for ongoing improvement, rather than as judgments of ability.

Develop supportive learning environments:

Schools must be safe, welcoming, and supportive spaces for students to learn and for them to feel a sense of belonging and the freedom to develop their own identity and sense of self.



Building healthy school culture and climate is critical,²² as is designing and utilizing space in a way that welcomes students, families, and community members and celebrates students' backgrounds, languages, and achievements.

Respect all cultures:

Some approaches to SEAD may teach students to conform to someone else's expectations of how they should look, dress, be, or act, and those expectations are typically associated with the dominant (white, middle-class) culture and do not take into consideration students' own cultures or values. For example, many schools and classrooms are built on more individualistic and competitive models of learning, versus the more communal and collaborative orientation of many communities of color and indigenous peoples.²³ At the same time, schooling must prepare students to act responsibly and professionally in ways that reflect societal norms.



While all people, regardless of background, need to learn common norms in order to navigate and thrive in American society, efforts to teach SEAD competencies should accomplish this while affirming and sustaining students' diverse linguistic and cultural backgrounds and traditions.

Go beyond discipline:

In some schools and systems, discipline practices are being modified as a discrete initiative rather than part of a whole school culture and learning environment that promotes social and emotional development. A focus on improving exclusionary discipline practices is indeed important, as suspensions have a long-term damaging effect, especially for students of color, who are pushed into the school-to-prison pipeline.²⁴



Effective discipline should be part of a holistic effort that teaches students skills and guides them in taking responsibility for their actions, which leads to safer, better organized, and purposeful learning environments; healthy school culture; and comprehensive social, emotional, and academic development that is much broader than discipline reform.

Provide needed resources:

Good implementation requires resources—people (e.g., curriculum specialists, counselors, and social workers), time (within the existing school day, out-of-school, and across multiple years), and money. Students of color tend to be in the most under-resourced schools with the least-prepared teachers (with low-income students of color especially disadvantaged in resource allocation).²⁵ When additional resources are available, schools with struggling students will often use them to provide remedial academic instruction, such as extra math practice, and test-prep, rather than enrichment, social and emotional development, music, art, and physical education.²⁶



A focus on the social elements of learning—building relationships and trust—will strengthen and foster development in the cognitive domains of learning. Both areas need adequate resources and more integration. School systems and states should, where possible, allocate new funding from public and private sources to support this important work, and consider how to more effectively leverage existing resources, including funding, time, people, and content.

Invest in adult development:

Some schools do not provide staff with sufficient, relevant training on SEAD, cultural awareness, or trauma-informed care, which leads to schools treating social and emotional development as an add-on, failing to integrate the social and emotional dimensions of learning into academic instruction, ignoring cultural differences, and overlooking the range of children's developmental stages in favor of a one-size-fits-all approach.



Proper implementation of SEAD requires tailoring strategies to the specific context. Stronger pre- and in-service training on human and child development as well as culturally responsive teaching is needed. Further, educators need support in how to effectively, frequently, and openly communicate with families to build mutual trust, understanding, and support.

Support adult social-emotional health:

Educators have social and emotional assets and needs as well, and educators—especially those working in the most disadvantaged schools and those in the poorest neighborhoods—can experience secondary traumatic stress from supporting students in crisis.²⁷



Teachers and administrators must be emotionally and physically healthy themselves in order to help students develop social and emotional competencies²⁸ and school and system leaders can do more to understand and attend to this issue by ensuring that educators have agency of their own, feel connected to their values, and have growth mindsets.

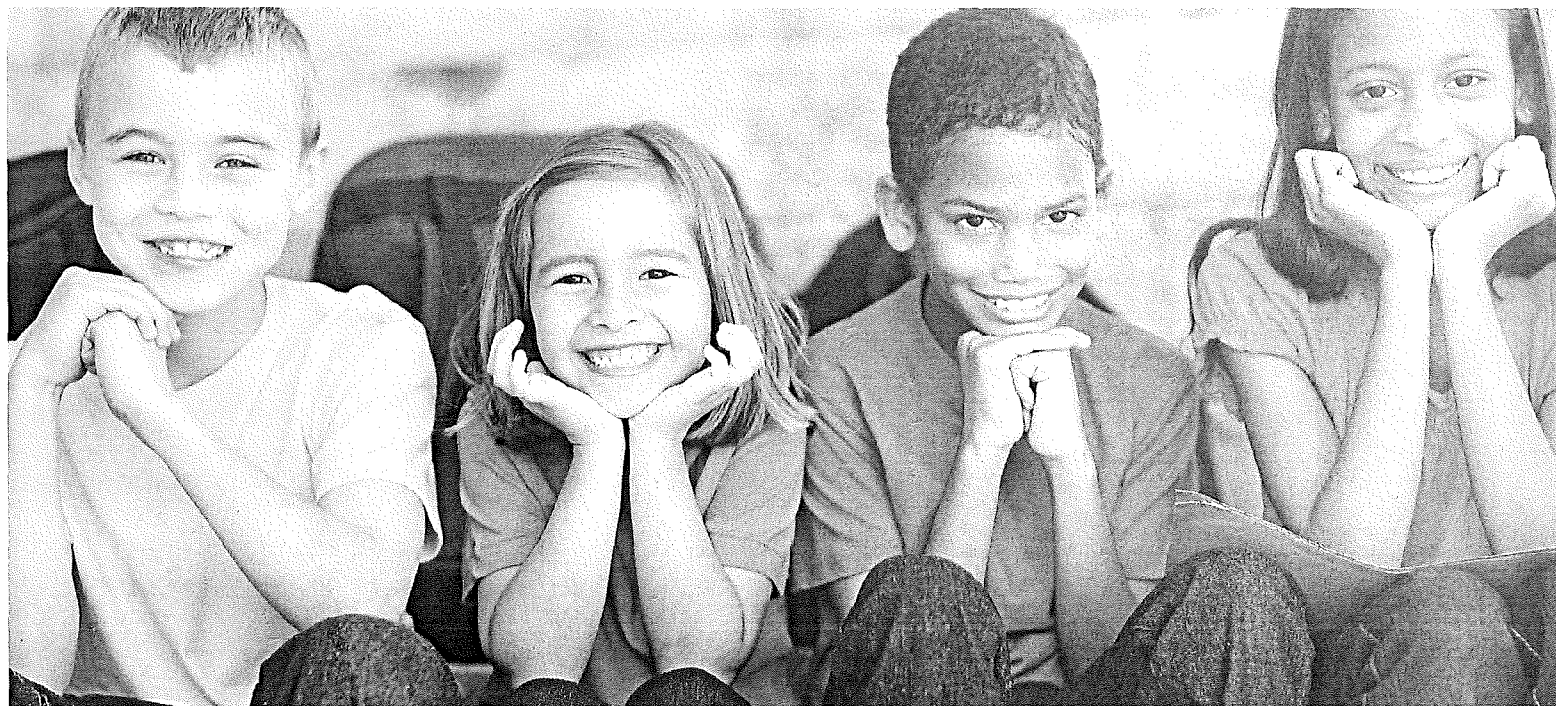
Engage families and communities:

Because they have historically been consigned fewer resources, less rigorous content, and less qualified teachers, some disenfranchised families may be skeptical of schools generally and of social and emotional development initiatives specifically,²⁹ seeing them as distracting from academics, or outside the scope of what schools should teach.



When implementing SEAD initiatives, school leaders and teachers need to understand families' hopes and dreams, honor their culture, and provide them with the respect and appreciation they deserve. School leaders must also be clear that they are not making a choice between relationships or rigor, but that the two are inextricably linked and reinforce each other.

All students, and especially students of color, need to be in learning environments that reinforce their sense of academic belonging and send constant signals that they are valued for all their assets and deserving of investment and rigor. Improving learning environments by focusing on racial equity and integrating social, emotional, and academic development can improve individual academic and life outcomes and lead toward a more equitable society overall.³⁰ As schools and systems continue to invest in social and emotional development, it is critical that leaders apply a racial equity lens as they consider both opportunities and challenges.



Endorsers

This brief was authored by The Aspen Institute Education & Society Program, with the active participation of a broad cross-section of leading education practitioners and scholars. The following individuals and organizations endorse the content and join in a call to action to ensure education leaders actively integrate a culturally and racially responsive approach to social, emotional, and academic development in P-12 schooling:

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Endnotes

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ARLINGTON PUBLIC SCHOOLS

New Teacher Handbook



An Equal Opportunity School System with a Strong Commitment to Diversity

(Updated 2019)

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Welcome to Arlington!

We are very happy and pleased that you are part of the Arlington Public Schools. You have joined a group of talented and committed professionals, dedicated to teaching, learning, and kids. You should feel proud as we hire only the best and, we are honored that you chose Arlington.

As educators, we are committed to helping each student reach their full potential by providing the skills and knowledge needed for students to be socially, emotionally, and academically successful. We never forget that all the magic happens in the classroom. You will make a lasting difference in the lives of the children of Arlington. Thank you for the commitment you are making to our students.

Teaching is a complex job, and we are dedicated to helping you be a great teacher. We will provide an induction program, which includes mentoring, common planning time, content training, and study groups. Additionally, you have administrators, program leaders, mentors and colleagues who care about your success. You are not alone, but part of a collaborative team. Together, we will make a difference for the children of Arlington.

We look forward to seeing you during the orientation program and to visiting you during the school year on my weekly visits to the classrooms throughout the district.

We hope that this coming year is both enjoyable and rewarding. If at any time you feel otherwise, we encourage you to share your concerns with your principal or with me directly.

Relax and enjoy the remaining days of summer.

Superintendent of Arlington Public Schools

The Arlington Public Schools New Teachers Handbook

The Arlington Public Schools New Teachers Handbook was written with all teachers in mind. It provides information that will guide new staff as they start their careers in Arlington as well as provide an update of district policies and procedures for all Arlington Public School teachers. It may not answer all your questions, so we encourage you to ask your mentor(s), colleagues, principals and administrators if ever you are in need of guidance. They represent your support team and are available to you during your career in Arlington.

Additionally, all new teachers will receive information and/or guides from the Arlington Education Association (AEA) during the Teacher Orientation Days in August. Teachers in Arlington High School will receive handbooks specific to their buildings.

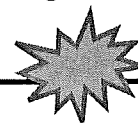
We hope that this handbook will be useful to you in your first year and in many years to come!

Important Information

Please refer to the Arlington Public Schools website, www.arlington.k12.ma.us for specific information listed under a variety of headings: **District Information, Schools, Parents, Staff, Town Information, NEWS, Links of Interest**, and other important links. Here you will find information specific to the curriculum at each grade level, K-5 progress reports, Professional Development opportunities, Bully Prevention and Intervention Plan and much more!

You will find administration and staff names, contact numbers and e-mail addresses by searching headings: district information, schools, or technology. It is important for you to know that the Arlington Public Schools website is available to parents as well as to teachers. *Becoming familiar with the information provided on this website is your responsibility.*

Other important curriculum documents are electronically available to staff through the use of Google Docs. Your curriculum leaders and principals will direct your search.



Arlington Public Schools
2019-2020
New Teacher Training and Curriculum Planning Days
August 19, 20, 21, 22
&
Orientation Day – August 26th

Welcome to The New Teacher Training and Curriculum Planning Days and the Orientation Day for the 2019-2020 school year!

The following pages will guide you through the **August New Teacher Days**, providing you with the dates, times, locations and grade level or job headings for each of the training sessions. New Teachers are asked to find their particular grade level or job heading below each date and attend those sessions that pertain to you. Most of the sessions will be held at the Ottoson Middle School but some will be held in other locations. (Not all new teachers will attend every day.)

All New Staff are expected to attend a training day together on August 21st at the Ottoson Middle School. On that date an in depth Digital Learning session will be held as well as a session led by HR to inform you about Benefits/Payroll/Certification. The last session that day is an overview of the Teacher Evaluation System and Talent Ed.

Orientation Day on August 26th is the last formal mandatory meeting for **only new teachers and staff**. It will be held in the cafetorium of the **Ottoson Middle School**. You will have an opportunity to meet Dr. Kathleen Bodie, Superintendent of Arlington Public Schools, Dr. Roderick MacNeal Jr., Assistant Superintendent of Arlington Public Schools, other district administrators, your Arlington Education Association leaders, and Arlington town leaders.

Kindergarten Teachers, please attend the sessions on the following pages that pertain to you as well as attending the Training Sessions for “Tools of the Mind” which are scheduled on **August 22 and August 23** off campus. Your mentors will contact you with further information.

We look forward to seeing you during these important days for new teachers. The entire Arlington Public School community wishes you good luck and fulfillment as you begin this year.

*Light refreshments will be provided each morning.
Lunch will be provided by the AEA on Monday, August 26th*

See you in August!
Marie Janiak
Coordinator of Mentoring and Induction
Arlington Public Schools

MONDAY
August 19, 2019

Gr. 1 & Gr. 2 General Ed., L.S, SLC Teachers (who will be teaching gr. 1 and/or gr. 2 students)

8:30 – 3:00 **Wilson Foundations training** to be held off campus at:
EDCO Collaborative, 36 Middlesex Turnpike, Bedford, Ma

Gr. 3 General Ed. Teachers, L. S., SLC Teachers
Meet at Ottoson Middle School

8:00 – 1:00 Spelling/Word Study Program Overview with Literacy Coaches

Gr. 1-5 General Ed. Specialists (art, music, ELL, p.e., etc.)

AND

Gr. 6 -12 General Ed. Teachers and Special Ed. L.S & SLC Teachers

8:00-2:30 Meet with your curriculum leaders and/or your mentors in individual classrooms.

Your curriculum leader or your mentor will contact you with location information.

Lunch Break will be 1 hour.

TUESDAY
August 20, 2019

Gr. K-5 General Ed. Teachers, Learning Specialists, SLC Teachers, Math Mentors

Meet at Ottoson Middle School, 63 Acton Street

- | | |
|--------------------|---|
| 8:00-8:45 | Overview of Elementary Health Curriculum <i>with Cindy Bouvier, Director of Wellness</i> |
| 8:45-9:30 | Overview of Elementary Science Curriculum <i>with Larry Weathers, Director of Science</i> |
| 9:30-11:00 | Overview of Elementary Math Curriculum and Assessments <i>with Matt Coleman, Director of Mathematics and Math Coaches</i> |
| 11:00-12:00 | Lunch Break |
| 12:00-2:30 | Math Curriculum Planning – Math Grade Level Mentors and Coaches will meet with Mentees in individual classrooms |
-

PreK – Gr. 12 Special Ed. Teachers, Special Ed. Staff, Special Ed. Mentors

Meet at Ottoson Middle School, 63 Acton Street

- | | |
|-------------------|--|
| 12:00-2:30 | Easy IEP and Special Ed. Procedures as well as other Special Ed. topics will be covered by Alison Elmer, Director of Special Ed. and Special Ed. Coordinators. |
|-------------------|--|

WEDNESDAY
August 21, 2019

ALL NEW STAFF

**Meet at Ottoson Middle School
63 Acton Street**

Digital Learning at Arlington Public Schools (in 3 groups)

*With Susan Bisson, Director of Digital Learning
and*

Digital Learning Specialists, Johanna Bradley and Jeff Snyder

8:00-10:00 Please go to the Cafetorium. Seating will be by grade level and will be specified.

Group #1 – All PreK - Gr. 5 Teachers, Specialists, Special Ed. Teachers and Special Ed. Staff

Group #2 – All Gr. 6, 7, 8 Teachers, Specialists, Special Ed. Teachers and Special Ed. Staff

Group #3- All Gr. 9 – 12 Teachers, Specialists, Special Ed. Teachers and Special Ed. Staff

| | |
|-------------|-------|
| 10:00-10:15 | BREAK |
|-------------|-------|

10:15-11:30 **HR/Benefits/Payroll/Certification/Licensure** *with Rob Spiegel, HR Director and Kelly Pigott, Benefits Administrator/HR Specialist*

11:30-12:30 **Lunch Break**

12:30-2:30 **Overview of the Teacher Evaluation System
and
Overview of Talent Ed.**

With Dr. Roderick MacNeal, Jr., Assistant Superintendent

THURSDAY
August 22, 2019

Gr. 1-5 General Ed. Teachers, Special Ed. Learning Specialists, SLC Teachers, and Literacy Mentors

Meet at Peirce Elementary School, 85 Park Ave. Extension

- | | |
|-------------------|---|
| 8:00-9:00 | Overview of Social Studies Curriculum <i>with Denny Conklin, Social Studies Director</i> |
| 9:00-10:00 | Overview of Elementary Literacy Program <i>with Deb Perry, ELA Director and the Literacy Coaches</i> |
| 10:00-2:30 | <u>Grade Level Literacy Mentors</u> meet with mentees in individual schools/classrooms. <u>Elementary Learning Specialists and SLC teachers</u> will meet with their coaches and/or their mentors. |
-

Gr. 6-12 Special Educators

- | | |
|--------------------|-------------------------|
| 8:00 – 2:30 | Meet with their mentors |
|--------------------|-------------------------|
-

Gr. 6-12 General Education Specialists (art, music, ELL, languages, guidance, etc.)

Meet with their curriculum leaders and/or their mentors in individual classrooms.

Your curriculum leader or your mentor will contact you with location information.

Lunch Break will be 1 hour.

MONDAY, AUGUST 26, 2019
ALL New Teachers Orientation Day
8: 00- 2:30

OTTOSON MIDDLE SCHOOL (Cafetorium)
63 Acton Street

8:00-8:30 **Morning Refreshments**

8:30-9:00

Words of Welcome:

Dr. Kathleen Bodie, Superintendent of Schools
Arlington School Committee Member
Introduction of Administrative Team

9:00-10:00 **Overview of the Role of Special Education in
Arlington** *with Alison Elmer, Director of Special Education*

10:00-10:15 **Break**

10:15-11:15 **Overview of Social and Emotional Learning**
*with Sara Burd, Social Emotional Learning and School
Counseling Director*

11:15-12:15 **Cultural Competency** *with Dr. Roderick MacNeal,
Assistant Superintendent of Schools*

Pick up a bagged lunch provided by the AEA
(It will be a working lunch.)

12:30-2:30 **Arlington Education Association Presentation**

[illegible]

**Student Achievement Goal
2018-2019
Superintendent Annual Educator Plan
Submitted by: Kathleen Bodie
June 2018**

Student Achievement Goal: Ensure the development and implementation of a Preschool-12 approach to social and emotional (SEL) with an emphasis on culturally responsive teaching.

Rationale: Social-emotional learning programs and culturally responsive practices in schools and classrooms have been shown to be an effective means of addressing mental health, social skills, academic achievement, and closing the achievement gap.

Key Actions:

1. Establish a district diversity team to be a resource and planning group to focus on cultural competency district and school goals. **Completed**
2. Establish Safe and Supportive School teams at the district and school level. **Completed**
3. Identify SEL resources and where already embedded in the curriculum. **Begun in 18-19 with identification of SEL resources by SASS teams and with hiring Dr. Simmons from Yale University to conduct a curriculum audit in 19-20.**
4. Provide at least eight hours of cultural competency professional learning for all teachers. **Completed**
5. Provide SEL learning opportunities for teachers and administrators. **On-going**

Evidence of Success:

1. Membership list and meeting dates for the district diversity planning team along with key actions **(attached)**
2. Membership, meeting dates and key actions of the Safe and Supportive School teams **(attached)**
3. Map of SEL resources and curriculum **(not completed yet, but a focus in 19-20 to complete)**
4. Cultural competency professional learning programs offered in the district. **(6 hrs. of PD offered on Professional Day - each school offered at least two more hours during a faculty meeting)**
5. Summary of SEL learning programs for teachers and administrators. **(see attached report from David Prudente, who presented the report at a June SC meeting)**

Standards Reference:

Superintendent Standards & Indicators Rubric

Standard I: Instructional Leadership. *The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.*

| Indicator I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes. | | | | |
|---|---|--|--|---|
| I-A. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| I-A-2. Lesson Development Support | Does not state expectations for administrators that they establish effective strategies to ensure development of well-structured lessons, does not provide training or support, and/or does not discriminate between strong and weak strategies for ensuring effective lesson-planning practices. | Provides limited training to administrators on how to establish effective strategies for ensuring that educators develop well-structured lessons and/or does not consistently identify and/or address patterns when there is evidence of a weak strategy being employed. | Supports administrators to learn and establish effective strategies for ensuring that educators develop well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, technologies, and grouping. | Supports administrators to collaborate on developing strategies that enable educators to consistently develop series of interconnected, well-structured lessons with challenging objectives and appropriate student engagement strategies, pacing, sequence, materials, and grouping and identifies specific exemplars and resources in each area. Is able to model this element. |

| Indicator I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. | | | | |
|--|--|--|--|---|
| I-B. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| I-B-1. Instructional Practices | Does not look for evidence of and/or cannot accurately identify ways that principals identify effective teaching strategies when the principals observe practice and review unit plans.. | While the superintendent may observe principal practice and artifacts, s/he only occasionally looks for evidence that principals are identifying effective teaching strategies and practices when they observe practice and review unit plans. | While observing principal practice and artifacts, ensures that principals identify a variety of effective teaching strategies and practices when they observe practice and review unit plans. | While observing principal practice and artifacts, ensures that principals know and employ effective strategies and practices for helping educators improve instructional practice. Is able to model this element. |

| I-B. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|--------------------------------------|--|---|---|--|
| I-B-2. Quality of Effort and Work | Does not set high expectations for the quality of content, student effort, and/or student work district-wide, or expectations are inappropriate. | May set high expectations for the quality of content, student effort, and student work district-wide, but allows expectations to be inconsistently applied across the district. | Sets and models high expectations for the quality of content, student effort, and student work district-wide and supports administrators to uphold these expectations consistently. | Sets and models high expectations for the quality of content, student effort, and student work district-wide and empowers administrators, educators and students to uphold these expectations consistently. Is able to model this element. |
| I-B-3. Diverse Learners' Needs | Does not look for evidence of and/or cannot accurately identify ways that principals identify effective teaching strategies and practices that are appropriate for diverse learners. | While the superintendent may observe principal practice, s/he only occasionally looks for evidence that principals are identifying effective teaching strategies and practices that are appropriate for diverse learners when they observe practices and review unit plans. | While observing principal practice, ensures that principals look for and identify a variety of teaching strategies and practices that are effective with diverse learners when they observe practices and review unit plans. | Employs strategies that ensure that principals know and consistently identify teaching strategies and practices that are meeting the needs of diverse learners while teaching their content. Is able to model this element. |

Standard II: Management and Operations. *Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling*

| Indicator II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs. | | | | |
|---|--|--|--|--|
| II-A. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| II-A-1. Plans, Procedures, and Routines | Does not organize the district effectively for orderly and efficient movement of students. | May establish plans, procedures, and routines to guide administrators, but student entry, dismissal, meals, class transitions, assemblies, and recess are not consistently orderly and/or efficient. | Develops systems, plans, procedures, and routines for administrators to implement that generally ensure orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess. | Establishes systems, plans, procedures, and routines that empower administrators, students and staff to implement orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess. Is able to model this element. |

| II-A. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|--|---|---|--|--|
| II-A-2. Operational Systems | Fails to establish systems and procedures to support custodial and/or other staff, so that the campus is not generally clean, attractive, welcoming, and/or safe. | Develops systems and procedures that result in inconsistent supervision and/or support of custodial and other staff, resulting in a campus that is not consistently clean, attractive, welcoming, or safe. | Develops systems and procedures for the effective supervision and support of custodial, clerical, food services, and other staff effectively so that the campus is clean, attractive, welcoming, and safe. | Creates and maintains a district environment in which custodial and other staff take personal responsibility for keeping the campus clean, attractive, welcoming, and safe. Is able to model this element. |
| II-A-3. Student Safety, Health, and Social and Emotional Needs | Does not develop consistent procedures for student discipline; district disciplinary practice varies from school to school; often tolerates discipline violations and/or enforces district policies or procedures inconsistently. | May urge administrators to demand good student behavior but allows varying standards to exist in different schools. Supervises and supports administrators in addressing student discipline and bullying matters on a case-by-case basis in the absence of a system of procedures and consequences. | Supports administrator teams in developing systems and procedures for positive student behavior; models high expectations for student behavior and provides appropriate training for administrators to uphold these expectations. Establishes district-wide routines and consequences, including policies and systems to prevent and address bullying and other behaviors that threaten students' social and emotional well-being. | Guides administrators and teams to develop practices that consistently showcase high expectations for student behavior and invest staff and students in upholding these expectations. Successfully implements district-wide routines and consequences such that students take ownership over addressing bullying and other behaviors that threaten students' social and emotional well-being. Is able to model this element. |

Standard III: Family and Community Engagement. Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

| Indicator III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district and community. | | | | |
|---|----------------|-------------------|------------|-----------|
| III-A. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |

| III-A. Element s | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|-----------------------------------|---|--|---|---|
| III-A-1. Family Engage ment | Does little to welcome families as members of the district, classroom or school community or tolerates an environment that is unwelcoming to some families. | May provide some resources and support and make some attempts to welcome families as members of the district, classroom and school community but does not consistently use culturally sensitive practices and/or work to identify and remove barriers to family involvement. | Provides resources and support for all personnel to use culturally sensitive practices to ensure that all families are welcome and can contribute to the district, classroom, school and community's effectiveness. Works with administrators to identify and remove barriers to families' involvement, including families whose home language is not English. | Provides resources and support for all personnel to use culturally sensitive practices and successfully engages most families, ensuring that all families are welcome and can contribute to district, classroom, school, and community effectiveness. Works with administrators, families, and organizations to identify and remove barriers to family involvement, including families whose home language is not English. Is able to model this element. |

Standard IV: Professional Culture. *Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.*

| Indicator IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching and learning with high expectations for achievement for all. | | | | |
|--|---|---|--|--|
| IV-A. Element s | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| IV-A-1. Commit ment to High Stand ards | Does not encourage high standards of teaching and learning or high expectations for achievement with the administrator team, and/or may demonstrate low expectations for faculty and staff. | May ask administrators for commitment to high standards of teaching and learning with high expectations for achievement for all but does not support and/or model it. | Fosters a shared commitment to high standards of teaching and learning, for all administrators, with high expectations for achievement for all. | Leads administrators in developing a shared commitment to high standards of teaching and learning with high expectations for achievement for all. Revisits and renews commitment with administrator team regularly. Is able to model this element. |

Indicator IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current

research, best practices and theory to continuously adapt practice and achieve improved results. Models these behaviors in the administrator's own practice.

| IV-D. Element s | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|---|---|---|--|--|
| IV-D-1. Continuous Learning of Staff | Accepts the practice of administrators working largely in isolation, without consideration of data and best practices, and/or discourages reflection among administrators, faculty and staff. | May encourage administrators to reflect on the effectiveness of interactions with faculty and students and to use data and best practices to adapt practice but does not support administrators in these practices. | Leads all administrators and teams to reflect on the effectiveness of interactions with faculty and students. Ensures that administrators use data, research, and best practices to adapt practice to achieve improved results. | Models for administrators how to reflect on the effectiveness of interactions with faculty and students and uses data, research, and best practices to adapt practice to achieve improved results. Supports all educators to work in teams as often as is feasible and appropriate. Is able to model this element. |

Student Achievement Goal – Evidence

1. District Diversity Team

Members:

Carlos Hoyt, Facilitator
Matthew Janger
Alison Elmer
Christine Bongiorno
Denny Conklin,
Julie Dunn
Justine Uhlenbrock
Karen Donato
Kathleen Bodie
Kristen DeFrancisco
Roderick MacNeal
Sara Burd
Stephanie Zerchykov
Colleen Leger
Rob Spiegel

Meeting Dates:

Nov 1
Feb 14
Mar 28

Key Actions:

Discuss mission and goals for the committee. (Agendas for Feb 14 and March 28 attached)
Develop staff survey on diversity, equity and inclusion initiatives in APS

2. Safe and Supportive District Committee

Members:

William Pappazisis
Kristin Burke
Alison Caruso
Alison Elmer
Thad Dingman
Hannah borden,
Tonika Claiborne
Kristin DeFrancisco

Matthew Janger
Julie Dunn
Stephanie Greiner
Natalie Tassone
Cindy Bouvier
Tracy Breen
Larry Weathers
Brian Meringer
David Ardito
Tara Manke
Rebecca Hawk
Karen Hartley
Michael Hanna
D Cummins
Chrisna Chevalier
Susan Bisson
Deborah Bermudes
Sara Burd
A Coletti,
Dawn Carney
Jsliney
Deborah Perry
Matthew Coleman
Christina Ryan
A Leblanc
Joyce Schlenger
J Breneisen
Danielle Eggleston
Gabrielle Ambrosino
Stacy Kitsis
Jill Connor
Stephanie Zerchykov
Denton Conklin
Lynne Bennett
Margaret Thomas
T Sarian
Michael Aboulafia
N Knoff
Patricia Bellahrossi
Mark McAneny
J Maciver
M Greenstein
Kate Peretz
Karen Donato
Roderick MacNeal

Meeting Dates:

16 OCT 2018, TUE

20 NOV 2018, TUE

18 DEC 2018, TUE

8 JAN 2019, TUE

5 FEB 2019, TUE

5 MAR 2019, TUE

2 APR 2019, TUE

7 MAY 2019, TUE

4 JUN 2019, TUE

End of Year Report of the work of the SASS and SEL initiatives (David Prudente report attached)

4. Cultural Competency PD – Nov 6 agenda attached

5. Report from David Prudente (attached)

| | | |
|---|-------------|--|
| <p align="center"> District Equity Diversity and Inclusion Team Thursday, February 14, 2019 10:00-12:00 PM School Committee Room AHS </p> | | |
| TOPICS: CHNA Grant, Local DIG groups, Collecting Data for the CHNA Grant | | Attendees: Alison, Denny, Julie, Karen D., Kathy, Kristin, Margaret, Matthew, Sara, Stephanie, Justine, Christine B. Consultant: Dr. Carlos Hoyt |
| MEETING OBJECTIVES: <ul style="list-style-type: none"> • Review agenda • Introduce CHNA Grant • Discuss how the district team interacts with local DIG groups • Identify what Data to collect to support future initiatives | | |
| <p align="center">Group Norms</p> <ol style="list-style-type: none"> 1.) Efficiency, Respect, using memos and agendas ahead of time 2.) Assume best intention, Self-awareness 3.) Universal versus Particular 4.) Transparency 5.) Listen for the quiet voice | | |
| TO PREPARE FOR THIS MEETING, PLEASE: <ul style="list-style-type: none"> • Read this agenda • Add updates for your content area or department if needed | | |
| Schedule [120 minutes] | | |
| TIME | MINS | ACTIVITY |
| 10:00-10:05 PM | 5 | <ul style="list-style-type: none"> • Welcome/Review Agenda |
| 10:05-10:35 PM | 30 | <ul style="list-style-type: none"> • Introduce the CHNA Grant <ul style="list-style-type: none"> ○ Margaret provides an overview of the grant ○ <u>CHNA 17 report on Mental Health and Racial Equity</u> <ul style="list-style-type: none"> ■ Question: Can this grant be applied to students who may be born outside the United States, or may not be residents of Arlington? <ul style="list-style-type: none"> • Data Collection |

| | | |
|----------------|----|---|
| | | <ul style="list-style-type: none"> ○ We need to clarify the data that we are looking at and understand who is going to be addressed by the grant? ○ Look at the discipline data and the disproportionate numbers of Black/African American who receive out of school or in school suspensions ○ Also collect and analyze the number of referrals Black/African American students receive in comparison to their White peers. ○ Look at the validity of the various data tools. Matthew has identified a problem with the validity of the YRBS survey. Ensure objectivity and validity to make sure the data we collect is valid and reliable. ○ Survey principals about what data field to include in the monthly discipline reports they receive ○ When a suggestion is made to a family of color what is the perception by the caregivers as it relates to their character, parenting etc...---(How does culture impact a family's willingness to access mental health services?) ○ Possible interview with building administrators, counselors, social workers, support staff, etc... within the district ○ [Carlos] Could we consider exploring partnerships with a source of counseling services (fee for service and or MSW, LMH training programs)? <p>■ Explore other grant opportunities as we move through this planning process.</p> |
| 10:35-11:20 AM | 45 | <ul style="list-style-type: none"> ● How the District Team can support local DIG groups? <ul style="list-style-type: none"> ○ Carlos shared a parent letter with the group to provide context of what is happening with the local DIG groups <ul style="list-style-type: none"> ■ How do we want to fit with the local DIG groups? <ul style="list-style-type: none"> ● Groups are forming and there is a strong interest in pursuing issues of race and culture within the community without the involvement of district leadership. ● How do we frame a future partnership with the local DIG groups that have formed? |

| | | |
|----------------|----|---|
| | | <ul style="list-style-type: none"> ○ The DIG groups are self appointed and have not been elected or appointed by anyone with the district <ul style="list-style-type: none"> ■ Kristin shared that one of her parents who is on her local DIG group has been placed on the ballot to be elected to her school council. ● How do we improve communication between the district and the community? <ul style="list-style-type: none"> ○ Utilizing a forum or venue to communicate how we are addressing issues of race/ethnicity. ○ Are the DIG groups forming because of a lack of trust in the the district and its commitment to cultural competency? ● Look at the Dallin model for working with families: <ul style="list-style-type: none"> ○ They have a cultural enrichment committee, (maybe 3 of the members will be on next elected school council) that works in a supportive manner. ● Carlos: Create a website that provides a roadmap as to how DIG groups can work with individual schools/district. ■ What are the next steps? <ul style="list-style-type: none"> ● Possible steps <ul style="list-style-type: none"> ○ meet with the leaders of each group ○ share what we are currently doing ○ establish protocol ■ What if this issue would have been something else like homework, grading etc...? How would we have handled it? Would've it been different? |
| 11:20-12:00 PM | 40 | <ul style="list-style-type: none"> ● Collecting Data to support CHNA Grant |
| 12:00 PM | | <ul style="list-style-type: none"> ● Future Agenda Topics: <ul style="list-style-type: none"> ○ Possible summer retreat <ul style="list-style-type: none"> ■ formulate a plan for how we work together ■ what is our purpose? ■ put protocols in place ○ Create a sub committee to author a plan of communication (more immediate charge) <ul style="list-style-type: none"> ■ research other districts for a model to use for our efforts |

District Equity Diversity and Inclusion Team

Thursday, March 28, 2019

10:00-12:00 PM

School Committee Room

AHS

TOPICS: Collecting Data for the CHNA Grant, Read articles, create, Summer Retreat, Possible IDEAS class

Attendees: Alison, Denny, Julie, Karen D., Kathy, Kristin, Margaret, Matthew, Sara, Stephanie, Justine, Christine B.

Consultant: Dr. Carlos Hoyt

MEETING OBJECTIVES:

- Review agenda
- Discuss CHNA Grant
- Discuss Article: *Equity Literacy for All*
- Discuss possible Summer Retreat

Group Norms

- 1.) Efficiency, Respect, using memos and agendas ahead of time
- 2.) Assume best intention, Self-awareness
- 3.) Universal versus Particular
- 4.) Transparency
- 5.) Listen for the quiet voice

TO PREPARE FOR THIS MEETING, PLEASE:

- Read this agenda
- Add updates for your content area or department if needed

Schedule [120 minutes]

| TIME | MINS | ACTIVITY |
|----------------|------|--|
| 10:00-10:05 PM | 5 | <ul style="list-style-type: none">• Welcome/Review Agenda |
| 10:05-10:35 PM | 30 | <ul style="list-style-type: none">• Update the CHNA Grant:<ul style="list-style-type: none">◦ Share Parent Email and consent form:<ul style="list-style-type: none">■ CHNA Parent Letter■ CHNA Consent Form |
| 10:35-11:20 AM | 45 | <ul style="list-style-type: none">• Read Article and Discuss in Small groups:<ul style="list-style-type: none">◦ Use 3 Levels of Text Protocol |

| | | |
|----------------|----|--|
| 11:20-11:50 PM | 30 | <ul style="list-style-type: none">● Possible summer retreat<ul style="list-style-type: none">■ formulate a plan for how we work together■ what is our purpose?■ put protocols in place |
| 11:50-12:00 PM | 10 | <ul style="list-style-type: none">● Future Topics |

Diversity, Equity, and Inclusion Initiatives at APS 2018-19

The District Diversity, Equity, and Inclusion (DEI) Committee is working to assess, coordinate, and guide district efforts to improve district outcomes regarding DEI. As a first effort, we want to better understand our current efforts at every level to support and promote DEI. We are asking folks to let us know about their efforts at each level, classroom, school, team, district, community? If you already have lists or reports on these initiatives, please forward them to the committee (rmacneal@arlington.k12.ma.us). You don't need to list initiatives that you are aware of that are being done by others.

1. What initiatives are you taking in your classroom?

2. What have you seen as the impacts in your classroom?

3. What do you see as next steps (classroom)?

4. What initiatives are you taking in your department?

5. What do you see as the impacts (department)?

6. What do you see as next steps? (department)?

7. What initiatives are you taking in your school?

8. What do you see as the impacts (school)?

9. What do you see as next steps (school)?

10. If you are working at the district level, what initiatives are you taking in the district?

11. What do you see as the impacts (district)?

12. What do you see as next steps (district)

.....

.....

.....

.....

13. Name (optional - for questions)

.....

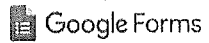
14. Department

15. How do you identify (check all that apply)?

Check all that apply.

☐ Option 1

Powered by



Arlington Public Schools

Executive Summary—SASS and SEL Consult

David Prudente, Ed.D.

June 25, 2019

Introduction

This executive summary provides an account of the activities David Prudente, Ed.D. conducted on behalf of and Arlington Public Schools (APS) to support Arlington's Safe and Supportive Schools (SASS) initiative and the implementation of social-emotional learning (SEL) programming throughout the district. The engagement began in January 2019 and continued through the end of the school year while Sara Burd, the director of school counseling and social-emotional learning, was on maternity leave.

From January through June 2019 four primary activities were managed:

- 1) Arlington's Safe and Supporting Schools district team operation;
- 2) Arlington's participation in the Massachusetts Department of Education's Systematic Student Support (S3) Academy;
- 3) Supporting district and school staff members as an SEL resource; and
- 4) Serving as the primary contact between the Department of Education and the school district's Communications Director for Grants and Title-I to ensure all requirements for the FC335 Grant are met.

A summary of the actions taken on each of these activities follows.

Arlington's Safe and Supportive Schools Initiative

There were three primary objectives for the SASS team during the engagement. The overarching objective was maintaining momentum of the SASS initiative until Sara Burd's return from maternity leave. A secondary objective was conducting a district capacity assessment to evaluate the SASS team's opportunities for growth. The third objective was to maintain communication of SASS team progress to district leaders.

Key SASS Activities

- ***Maintaining Momentum of the SASS Initiative.***

To maintain the initiatives momentum and continuity, team meetings were held monthly from January through June. Agendas for each meeting were prepared and distributed to team members utilizing Google docs to foster collaboration and encourage distributed leadership among team members. During meetings, the structured agenda was followed as per the team protocol to ensure continuity of activities. Staff attendance at each meeting varied over the course of the six-month period with usual attendance ranging from 15 to 20 participants.

Focused team on developing

staff at all schools

The team focused its activities on building leadership capacity within the team, developing a communications strategy, and researching how best to engage stakeholders. Seventeen SASS team members participated in *facilitative leadership* trainings conducted by Gene Thompson-Grove in January. After the training, several

participants reported they applied what they learned with positive results. Overall, the training was viewed positively and participants requested additional opportunities for future facilitative leadership training.

The principal focus for the SASS team was developing a communication strategy for the district. Based on extant research in the fields of social-emotional learning, organization learning, and change management, the team determined the best way to develop a communication strategy was to engage stakeholders. Between January and April, team members explored how staff, parent, and student advisory councils could be developed in order to better understand the needs of all groups and communicate SASS objectives in the future. To inform the team's activities, team members collected survey data from staff members across the district to better understand what other SEL initiatives underway and what teams were administering or conducting these initiatives, as well as to understand how these initiatives are perceived by staff members. Additionally, SASS team members explored data from the VOCAL student surveys administered with last year's MCAS exam to better understand what climate data already existed. Further, the team also began exploring how the SASS team might collaborate with the diversity and inclusion groups (DIGs) being developed by parent groups at each school. While the team has made some progress in determining how best to develop advisory groups, at times the team struggled to maintain focus and progress in developing advisory groups has been slow. The development of advisory groups will continue into beginning of the 2019-2020 school year.

- ***District Capacity Assessment Administration.*** The SASS team conducted a district capacity assessment developed by the National Implementation Research Network (NIRN) to assess the current implementation capacity of the district's initiative. "The DCA is an action assessment designed to help educational district leaders and staff better align resources with intended outcomes and develop action plans to support the use of effective innovations."¹ The DCA is a 26-question assessment that focuses on three implementation drivers: *leadership drivers, competency drivers, and organizational drivers*. The DCA was administered to the team during the regular May SASS team meeting. After reviewing criteria for each DCA question, participants considered whether the item was fully in-place, partially in-place, or not in place and a corresponding numerical score was assigned to each item (2 points for fully in-place, 1 point for partially in-place, and 0 points for not in place). As part of the assessment process, consensus voting occurs and if there are disagreements, team members have an opportunity to discuss and revote if necessary. The DCA provided the SASS team with concrete actions to focus on for the coming year. Based on the results of the DCA, growth opportunities were identified among all three implementation driver categories.
- ***District Capacity Assessment Results.*** In June, the SASS team identified four DCA items to improve the district team's operations for next year: *use of an effective team meeting process (item 4); developing district-wide written procedures for selecting effective innovations (item 5); documenting how SEL related programing is linked together (item*

6); ensuring building-level implementation teams (BITs) are developed and functioning to support the implementation of programming (item 17). The table below provides an overview of each DCA item identified for improvement, the current score, and the goal score. While these particular items have been identified as priorities, the SASS team will also examine opportunities for improvement for other DCA items.

| DCA Item | Current Score | Goal Score |
|---|---------------|------------|
| 1. The DIT uses an effective team meeting process (Item 4) | 1 | 2 |
| 2. The district has district-wide written procedures for selecting effective innovations (Item 5) | 0 | 2 |
| 3. District documents how programs are linked together (Item 6) | 0 | 2 |
| 4. Building Implementation Teams are developed and functioning to support the implementation of programming (item 17) | 0 | 2 |

- **Communication with District Leadership.** Over the course of the engagement communication was maintained both in-person and electronically. Three meetings were held with the Assistant Superintendent to keep the district apprised of the team's progress and to address any questions or issues. Periodic emails were also sent to facilitate timely exchanges of information. As part of the district's annual report to the Arlington School Board, portions of the SASS update were submitted to the Assistant Superintendent so it could be incorporated in the larger message related to the district's SEL goals. In late April, the district's SASS efforts were presented to the school board on behalf of Sara Burd.

Systemic Student Support (S3) Academy

A team from Arlington Public Schools participated in the Department of Elementary and Secondary Education's (DESE) S3 Academy. The State's S3 Academy is designed to help school districts better understand systems of integrated student supports and to develop plans to build upon existing structures and supports the district utilizes. "Integrated student support is a school-based approach to promoting students' academic success by developing or securing and coordinating supports that target academic and non-academic barriers to achievement. They support student learning and thriving by addressing the changes that students experience inside and outside of school."²

Key S3 Academy Activities

between DESE and Arlington

developing ISS plan

To facilitate Arlington's participation in the S3 Academy, I attended all off-site sessions held in Marlborough, Massachusetts with team members; served as the key communication contact between DESE coordinators and Arlington staff members; assisted in the development of school-level and district-level S3 action plans; and coordinated plan reporting to the S3-Academy organizers.

- ***Participation in S3 Sessions.*** Between January and April, ten Arlington staff members participated in three full-day sessions and two one-hour webinars conducted by the DESE, The Rennie Center, and Boston College's Center for Optimized Student Support. These sessions were designed to provide evidence of the benefits of integrated student supports and to provide a framework for schools and districts to self-assess their ability to better integrate existing student support systems. Team members reported they found the sessions informative however, team members also found the sessions to be highly repetitive and stated/believed they did not provide sufficient opportunities to work on developing a plan to integrate student supports in Arlington. Team members would have appreciated the opportunity to receive technical assistance from the Center for Optimized Student Success for integrating existing support systems. In mid-May, I met with representatives at Boston College to discuss how they might better meet Arlington's team in future cohort sessions. As a result, Arlington has been invited to continue participating in the S3-Academy for the 2019-2020 school year at no cost.
- ***Key S3-Academy Contact between DESE and District.*** I facilitated and coordination communication between the Department of Elementary and Secondary Education and the district's S3 Academy team. This included scheduling meetings, tracking professional development points for team members to be submitted to DESE, communicating grant program requirements to Arlington team members, and coordinating plan reporting.
- ***Supporting the Development of Integrated Student Support Plan.*** During the last S3 Academy in-person session, the Arlington team identified one existing intervention to be improved upon. The Arlington team identified the district accommodation plan (DCAP) and Response to Intervention (RTI) as the broad interventions for which to improve delivery and integration. In early June, the team met at Hardy Elementary School to develop an action plan to be submitted to DESE. The team refined its original thinking and determined it will work on improving integration and implementation for the student support team (SST) at Hardy Elementary School for 2019-2020 school year.

Consulting to Support SEL Initiatives

As the primary contact for the district's SEL initiatives, I facilitated information flow and communication between internal staff members. To support the district's SEL initiatives, I met with Arlington's elementary school principals, attended conferences with staff members, and held discussions with potential SEL program vendors.

Key Consulting Activities

- **Supporting Principals.** I met with seven of Arlington's principals to introduce myself and discuss how I could support their school's SEL initiatives. Throughout the assignment, discussions were held about the efficacy of criteria specific programs and issues school leaders might want to consider as they developed implementation plans. Additionally, several principals requested assistance in identifying resources for staff development, which I provided. In late January, I attended the SEL4MA Conference with Thad Dingman and staff members from Dallin Elementary School to better understand Dallin's current capacity. The conference was designed for schools just starting to build SEL initiatives and Dallin's SEL capacity was more advanced than most other conference attendees. Still, staff members found value in activities designed to assess possible SEL programs and initiatives and the conference provided an opportunity for staff to work as a team.
- **Discussions with SEL Vendors.** Several discussions were held with various vendors gauging Arlington's interest in SEL programs and services. After preliminary conversations, it was suggested they continue discussions once Sara Burd returns.
- **Discussions with Mindfulness Vendors.** Additionally, two different groups interested in providing Mindfulness training to Arlington's staff and students contacted the district. Both groups were parents of current or former Arlington students. One program was delivered to staff members as a voluntary professional development session at Dallin Elementary School with the intention of having staff members then deliver Mindfulness lesson to students. This occurred without my knowledge. After speaking with the vendor, it was determined this program was not evidenced-based and should only be delivered to staff members as part of a staff wellness initiative. The vendor was referred to Robert Spiegel to discuss opportunities within the district's staff wellness initiative. Another group proposed utilizing Mindfulness for students with autism spectrum disorders. While well intended, this program also did not have an evidence base to support its efficacy. After discussing the district's need for selecting evidence-based practices, the vendor agreed it would be best to focus on adult populations and perhaps develop a research study in conjunction with a research institution. In both instances, the groups were either selected or referred to Arlington because of their child's connection to the school system rather than the program's efficacy.

Recommendations

Two immediate recommendations to improve the impact and effectiveness of the SASS team are offered. These recommendations are based on use of implementation science best practices related to the use of district implementation teams. The first is to enhance SASS team leadership by increasing executive leadership. The second is to develop a district wide SEL program selection policy to be followed when selecting programs.

SASS Team Leadership. The SASS team would benefit greatly from increased executive leadership participation. Arlington's SASS team is considered a district-level team; however, it would be more appropriate to describe the team as an assemblage of building-level participants. Typically, district implementation teams (DITs) consist of district administrators as well as building leaders (e.g. principals) from each school in the district. As currently composed, the SASS team is represented by more than ten elementary educators, several district administrators, and two or three elementary principals. For this team to operate more effectively, it would require participation from all building principals or, in some instances, assistant principals, as well as district-level personnel. DITs require team members who have the experience and authority to make decisions and influence effective implementation throughout the district. Many of the educators on the SASS are committed to helping Arlington build a safe and support school initiative but may lack the authority or influence to move the project forward district wide. It would be more appropriate for these team members to be part of their building's implementation team (BIT) as they are knowledgeable and motivated to assist in the SASS initiative. It is typical for BITs to be led by a building-based member of the DIT (e.g. principal) to facilitate and implement a program or intervention. Having school leaders commit to the SASS team is a challenging undertaking and must be influenced from district leadership by communicating the district's value of and commitment to ensuring Arlington has safe and supportive schools for all students.

SEL Program Selection Policy. It is strongly recommended that Arlington develop a protocol for the selection of all SEL programs or initiatives. Once a protocol is established, the district should monitor program selection to ensure all schools and staff are utilizing the procedure with fidelity. As a primary criterion, the district should consider the evidence base that supports the efficacy and use of any program either delivered to staff or students. Programs should either be evidence based or evidence informed for the district to justify its selection and implementation.

Conclusion

Arlington Public Schools has built a strong climate and culture within their schools; however, they have the opportunity to further leverage the strong climate and culture already created by effectively utilizing the Safe and Supportive Schools framework and team structure to drive initiatives central to the district's goals.

Endnotes

¹ See <https://implementation.fpg.unc.edu/resources/district-capacity-assessment-dca>

² See <https://drive.google.com/file/d/14lKExRD7-gywbzHC5fJfbI3QbMArWxDS/view>

All Day Professional Development Day

Topic: Cultural Competency

Keynote Speaker: Roberto Rivera

Tuesday November 6, 2018

8:00-3:30 PM

AHS/Brackett/Ottoson

TOPIC: Cultural Competency

Attendees: District Staff

TO PREPARE FOR THIS MEETING, PLEASE:

- Read this agenda

Schedule [All Day]

| TIME | MINS | ACTIVITY |
|----------------|-------------|--|
| 8:00-8:30 AM | 30 | <ul style="list-style-type: none">• Sign-in (Entrance to AHS)• Enjoy light refreshments (AHS cafeteria) |
| 8:30-10:00 AM | 90 | <ul style="list-style-type: none">• Keynote Speaker, Roberto Rivera (AHS: Lowe Auditorium)<ul style="list-style-type: none">◦ Keynote message: <i>"Hip-Hop(e): The Art and Science of Creating an Environment Where All Youth Can Thrive"</i> |
| 10:00-10:15 AM | 15 | <ul style="list-style-type: none">• Travel to Rooms for Debriefing session<ul style="list-style-type: none">◦ Click on the following link to find out where you go for your debrief:<ul style="list-style-type: none">■ Room Assignments |
| 10:15-11:15 | 60 | <ul style="list-style-type: none">• Debrief about the morning message using the 4 As protocol and template |
| 11:15-12:30 PM | 75 | <ul style="list-style-type: none">• Pick-up boxed lunch (AHS cafeteria)• Eat Lunch• Travel to afternoon destination |
| 12:30-2:30 PM | 120 | <ul style="list-style-type: none">• Elementary Staff works with Dr. Carlos Hoyt (AHS: Lowe Auditorium)<ul style="list-style-type: none">◦ Brackett Staff returns to Brackett Elementary◦ Preschool staff returns to preschool<ul style="list-style-type: none">■ Focus: Pyramid Model |
| 12:30-3:30 PM | 180 | <ul style="list-style-type: none">• Gibbs and Ottoson Staff work with Roberto Rivera (Ottoson Middle School) |
| 12:30-3:30 PM | 180 | <ul style="list-style-type: none">• AHS Staff participates in Collaborative Problem Solving training (Old Hall) |

Practice Goal 2018-2019

Superintendent Annual Educator Plan

Submitted by: Kathleen Bodie

June 2018

Practice Goal: In order to effectively supervise and support principals, as well as support high expectations for teaching and learning, and consistency and common focus on instruction, I will visit each school a minimum of three times between September 2018 and June 2019, which will include a meeting with the principal and classroom visits.

Rationale: The rationale for this practice goal is that school visits by the Superintendent are important to support and ensure a consistent focus on district and school goals, maintain visibility in the district, support principals, and understand first-hand the needs in each school.

The Superintendent is responsible for (1-B) “observing principal practice and artifacts, ensuring that principals identify a variety of effective teaching strategies and practice when they observe practice”. Additionally, the Superintendent must (1-D), “make at least three unannounced visits to each school to observe principal practice every year and provides targeted constructive feedback to all administrators. Acknowledges effective practice and provides redirection and support for those whose practice is less than *Proficient*.” It is only possible to provide this level of oversight by being present on a regular basis in schools.

Key Actions:

1. Schedule school visits in my calendar with sufficient time to meet with the principal and visit classrooms and/or observe meetings.
2. Keep a log of visits with general notes on the focus of conversations and file any artifacts, if any, from each visit.

Benchmarks:

1. Calendar will show schedule and time of each visit.
2. School visit log will provide general notes on the focus of each school visit.

Please see the attached schedule of school visits, as well as an overview of scheduled meetings in general. Usually, when there are two meetings in a month with a principal, only one of the meetings involved a classroom(s) visit. While I have considerable evidence from every principal on completion or progress on their

personal and school improvement goals, I do not have any artifacts to share from our meetings during the school year.

The topics of covered at our meetings always focused on personnel and student issues. Other topics included building needs, including building capacity for enrollment growth, schedules, school improvement goals (which are usually linked to personal goals), progress on reading initiatives (elementary), parent communication, special education, staff and parent meeting plans, cultural competency initiatives, and coverage for district and out-of-district PD.

Superintendent Standards Reference:

Superintendent Standards & Indicators Rubric

| Indicator I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes. | | | | |
|---|---|--|--|---|
| I-A. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| I-A-2. Lesson Development Support | Does not state expectations for administrators that they establish effective strategies to ensure development of well-structured lessons, does not provide training or support, and/or does not discriminate between strong and weak strategies for ensuring effective lesson-planning practices. | Provides limited training to administrators on how to establish effective strategies for ensuring that educators develop well-structured lessons and/or does not consistently identify and/or address patterns when there is evidence of a weak strategy being employed. | Supports administrators to learn and establish effective strategies for ensuring that educators develop well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, technologies, and grouping. | Supports administrators to collaborate on developing strategies that enable educators to consistently develop series of interconnected, well-structured lessons with challenging objectives and appropriate student engagement strategies, pacing, sequence, materials, and grouping and identifies specific exemplars and resources in each area. Is able to model this element. |

Indicator I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

| I-B. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|-----------------------------------|--|---|---|---|
| I-B-1. Instructional Practices | Does not look for evidence of and/or cannot accurately identify ways that principals identify effective teaching strategies when the principals observe practice and review unit plans.. | While the superintendent may observe principal practice and artifacts, s/he only occasionally looks for evidence that principals are identifying effective teaching strategies and practices when they observe practice and review unit plans. | While observing principal practice and artifacts, ensures that principals identify a variety of effective teaching strategies and practices when they observe practice and review unit plans. | While observing principal practice and artifacts, ensures that principals know and employ effective strategies and practices for helping educators improve instructional practice. Is able to model this element. |
| I-B-3. Diverse Learners' Needs | Does not look for evidence of and/or cannot accurately identify ways that principals identify effective teaching strategies and practices that are appropriate for diverse learners. | While the superintendent may observe principal practice, s/he only occasionally looks for evidence that principals are identifying effective teaching strategies and practices that are appropriate for diverse learners when they observe practices and review unit plans. | While observing principal practice, ensures that principals look for and identify a variety of teaching strategies and practices that are effective with diverse learners when they observe practices and review unit plans. | Employs strategies that ensure that principals know and consistently identify teaching strategies and practices that are meeting the needs of diverse learners while teaching their content. Is able to model this element. |

| Indicator I-D. Evaluation: Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. | | | | |
|--|---|---|---|---|
| I-D. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| I-D-2. Observations and Feedback | Rarely conducts visits to observe principal practice and/or does not provide honest feedback to administrators who are not performing proficiently. | Makes infrequent unannounced visits to schools to observe principal practice, rarely provides feedback that is specific and constructive for administrators, and/or critiques struggling administrators without providing support to improve their performance. | Typically makes at least three unannounced visits to each school to observe principal practice every year and provides targeted constructive feedback to all administrators. Acknowledges effective practice and provides redirection and support for those whose practice is less than <i>Proficient</i>. | Makes unannounced visits to schools throughout the year to observe administrator practice and provides targeted constructive feedback to all administrators. Engages with all in conversations with all administrators about improvement, celebrates effective practice, and provides targeted support to administrators whose practice is less than <i>Proficient</i> . Is able to model this element. |

| I-D. Element s | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|--------------------------------|--|---|--|---|
| I-D-4. Alignmen t Review | Does not review alignment between judgment about practice and data about student learning when evaluating and rating administrators. | Occasionally reviews alignment between judgment about practice and student learning data. | Consistently reviews alignment between judgment about practice and student learning data and provides guidance to administrators to make informed decisions about educator support and evaluation based upon this review. | Studies alignment between judgment about practice and data about student learning when evaluating and rating administrators and provides effective support around this practice. Is able to model this element. |

[illegible]

| Meetings | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June |
|--|--------|---|-----------|----------|--------|----------|----------|----------|-----------|------------|
| Central Office Team | | Weekly on Wednesday 12-2 September through June | | | | | | | | |
| Administrators Team Meetings | 21-Sep | 5-Oct | 16-Nov | | 11-Jan | | Mar 8/19 | 8-Apr | May 16/25 | |
| All Administrators Meetings | | 22-Oct | 19-Nov | | | | | | 20-May | June 24/25 |
| Elementary Principal's Meeting | | 1-Oct | 5-Nov | Dec 3/14 | 7-Jan | 4-Feb | Mar 4/21 | 1-Apr | May 6/16 | June 3/13 |
| Negotiations Para | | 16-Oct | 26-Nov | 17-Dec | 9-Jan | Feb 6/13 | 11-Mar | 5-Apr | | |
| LABBB Board | | 4-Oct | | 20-Dec | 18-Jan | 7-Mar | 25-Apr | June 210 | | |
| EDCO Finace & Administration | 18-Sep | | | | 7-Jan | 12-Feb | | 2-Apr | 21-May | |
| EDCO Board of Directors | 27-Sep | | 15-Nov | 12-Dec | 17-Jan | 28-Feb | | 11-Apr | 30-May | |
| EDCO Roundtable | 12-Sep | 17-Oct | | | | 13-Feb | 20-Mar | | | |
| ELG | | 24-Oct | | | | 27-Feb | | | | |
| GS-21 | | 5-Oct | | | 11-Jan | | 1-Mar | 5-Apr | 3-May | |
| Acapella Concert | | | | | 25-Jan | | | | | |
| AHS Graduation | | | | | | | | | | 1-Jun |
| AHS Internship Program Celebration of Achievement | | | | | 10-Jan | | | | | |
| AHS Summer Projects | | | | | | | | 5-Apr | | |
| AHS Winter Concert | | | | 14-Dec | | | | | | |
| ASCD Conference | | | | | | | | | | |
| AYCC Gala | | 26-Oct | | | | | | | | |
| CACE Conference | | | Nov 28-29 | | | | | | | |

| | | | | | | | | | | |
|--|--------|----------|----------|--------|--------|----------|-----------|-----------|--------|----------|
| Capital Planning Committee | | | | | 3-Jan | 28-Feb | | | | |
| CFO Interviews | | 19-Oct | 23-Oct | | | | | | | |
| Chief Ryan Retirement | | | | | 10-Jan | | | | | |
| Community Budget Forum | | | | | | | | 10-Apr | | |
| Diversity Coffee Social | | | | | | | | 9-Apr | | |
| Diversity Team Meeting | | | 1-Nov | | | 14-Feb | 28-Mar | | | |
| EF Conference | | | 3-Nov | | | | | | | |
| Finance Subcommittee | | | | | | | 20-Mar | | | |
| Gibbs Ribbon Cutting | | 21-Oct | | | | | | | | |
| Gobal STEM Confernce | | | | | | | | | 24-May | |
| Green Ribbon Award Washington DC | 19-Sep | | | | | | | | | |
| IDEAS Conference | | | | | | | | 6-Apr | | |
| Japan Mayor Visit | | | | | | | | Apr 16/30 | | |
| Juliann Flaherty (acting Police Chief) | | | | | | | | 16-Apr | | |
| LearnLaunch Conference | | | | | 31-Jan | 1-Feb | | | | |
| Longe Range Planning | 28-Sep | | | 11-Dec | | Feb 6/25 | Mar 11/25 | | | |
| MAPLE Conference | | | | 6-Dec | | | | 11-Apr | | |
| MASC Conference | | | Nov 7-9 | | | | | | | |
| MASS Mid-Winter /Spring | | | | | 24-Jan | | | 3-Apr | | |
| Merrimack Valley Supt | | | | | | | | | | |
| Metco Dinner | | | | 1-Dec | | | | | | |
| METCO Director Conference | | | | 7-Dec | | | | | | |
| METCO Retreat | | | 2-Nov | | | | | | | |
| Northshore Leadership-Reading | | | | | | | | | | Jun 4/12 |
| Open Space Committee | | | | | | 25-Feb | | | | |
| Parks & Recreation | | | | | | | 12-Mar | | | |
| Prevention Conference | 24-Sep | | | | | | | | | |
| PTBC | 18-Sep | Oct 2/16 | Nov 6/20 | 4-Dec | | | 12-Mar | | | |
| Rotary Annual Dinner | | | | | | | | | | 4-Jun |
| Select Board presentation | | | | | | | | 8-Apr | | |
| Staff Recognition | | | | | | | | | 30-May | |
| Stratton PTO Parent Meeting | | | | 17-Dec | | | | | | |

| | | | | | | | | | | |
|--------------------------|--------|--------|--------|--------|----------|-------|--------|-------|-------|--------|
| Supt Diversity Advisory | | | 19-Nov | | | | 25-Mar | | | 17-Jun |
| Sustainable Celebration | 25-Sep | | | | | | | | | |
| Town Depart Head Mtg | | 25-Oct | | 12-Dec | | | 20-Mar | | | 20-Jun |
| Trivia Bee | | | | | | | 17-Mar | | | |
| Vision 2020 | | | | | | | | | | |
| Women of Excellence Conf | | | | | | | 12-Mar | | | |
| | | | | | | | | | | |
| AHS Building Committee | 17-Sep | 2-Oct | 6-Nov | 4-Dec | Jan 8/20 | 5-Feb | 5-Mar | 2-Apr | 7-May | 25-Jun |



Town of Arlington, Massachusetts

Goal 1 Student Achievement

Summary:

The Arlington Public Schools will ensure that every graduate is prepared to enter and complete a post-secondary degree program, pursue a career, and be an active citizen in an ever-changing world by offering a rigorous, comprehensive, standards-based and data-driven K-12 system of curriculum, instruction, and assessment that integrate social, emotional and wellness support.



Town of Arlington, Massachusetts

1.1 Students will engage in curricula that are designed in response to the district's vision of student as learner, remain in alignment with state standards, and coherent within each discipline.

Summary:

ATTACHMENTS:

| Type | File Name | Description |
|---------|---|---------------------------|
| ▢ Goals | MATH_EVIDENCE_-_GOAL_1.1_(1).pdf | Math 1.1 1 |
| ▢ Goals | MATH_EVIDENCE_-_GOAL_1.1(2).pdf | Math 1.1 2 |
| ▢ Goals | MATH_GOAL_1.1.pdf | Math Goal 1.1 11/1/19 |
| ▢ Goals | ELA_EVIDENCE_-_GOAL_1.1.pdf | ELA 1.1 1 |
| ▢ Goals | ELA_EVIDENCE_-_GOAL_1.1(2).pdf | ELA 1.1 2 |
| ▢ Goals | ELA_EVIDENCE_-_GOAL_1.1(3).pdf | ELA 1.1 3 |
| ▢ Goals | PERFORMING_ARTS_EVIDENCE_-_GOAL_1.1.pdf | Perf Arts 1.1 1 |
| ▢ Goals | PERFORMING_ARTS_EVIDENCE_-_GOAL_1.1(2).pdf | Perform Arts 1.1 2 |
| ▢ Goals | SCIENCE_EVIDENCE_-_GOAL_1.1.pdf | Science 1.1 |
| ▢ Goals | VISUAL_ARTS_EVIDENCE_-_GOAL_1.1.pdf | Visual Arts 1.1 |
| ▢ Goals | HEALTH___WELLNESS_EVIDENCE_-_GOAL_1.1.pdf | Health and Wellness 1.1 1 |
| ▢ Goals | HEALTH___WELLNESS_EVIDENCE_-_GOAL_1.1(2).pdf | Health and Wellness 1.1 2 |
| ▢ Goals | HEALTH___WELLNESS_EVIDENCE_-_GOAL_1.1(3).pdf | Health and Wellness 1.1 3 |
| ▢ Goals | HISTORY___SOCIAL_STUDIES_EVIDENCE_-_GOAL_1.1.pdf | History and SS 1.1 1 |
| ▢ Goals | HISTORY___SOCIAL_STUDIES_EVIDENCE_-_GOAL_1.1(2).pdf | History and SS 1.1 2 |
| ▢ Goals | DIGITAL_LITERACY_EVIDENCE_-_GOAL_1.1.pdf | Digital Literacy 1.1 |
| ▢ Goals | WORLD_LANGUAGE_GOAL_OBJECTIVE_1.1_(1).pdf | World Language 1.1 |

Evidence Cover Sheet for Goal Objective 1.1

Directions: Click on the link for the language that you submitted last spring: [18-19 District Goals](#). In addition, here are the links to the [Transferable Skills](#) and [Vision of Student and Learner and Global Citizen](#).

Goal Objective 1.1: Students will engage in curricula that are designed in response to the district's vision of student as learner with an emphasis on transferable skills such as remain in alignment with state standards, and coherent within each discipline.

District Goal/Rationale: (How does this connect to the language in goal objective 1.1? More specifically, how does it connect to transferable skills, district's vision of student as learner, and align with state standards?)

We are working to align with the new state standards and to offer a robust computer science experience for students from 6th to 12th grade. We also are looking for opportunities for project based learning through units that can be tailored to each student.

Action: (What is the action?)

- Creation of a 45-day 7th/8th grade grade elective - served roughly 35% of students at OMS
- Revision of 6th grade course to be 30 days
- Explored ways in which the 6th grade course could intersect with Project Block
- Connect each grade level course to the new DLCS standards.
- Incorporate the technology funded by AEF

Progress:

We are looking forward to year 2 after a successful implementation of our initiatives in year 1. We continue to revise the units, with a year 2 focus on the use of the Oculus Go VR Headsets.

Description of Evidence:

1. AEF Grant
2. State Standards - DLCS guiding principles

#1

Development and Expansion Grant Letter of Interest

Project Title: CS, Maker Space, and Robotics Across Grades 6-8

Applicants' Names: Matt Coleman, Terry Dash, Nicole Rivilis, and Matt Larrabee

Total Funding Requested: \$9,995.05

E-mail: mcoleman@arlington.k12.ma.us, tdash@arlington.k12.ma.us, nrivilis@arlington.k12.ma.us, and mlarrabee@arlington.k12.ma.us

Phone: 781.316.3587

School: Gibbs and Ottoson Middle School

Position: Director of Mathematics

Project Background and Need:

1. Setting the Stage

Over the past five years, the relevance and importance of computer science (CS) as a field of study has become mainstream. With the composition and history of the Arlington community, this viewpoint has been held and valued long before the national trend toward CS for all. However, the national focus has created a great opportunity for all CS programs to build upon their foundations and to expand into grades normally considered too young for "rigorous" coding courses, specifically elementary and middle school grades. For us, this means that the Arlington Public Schools (APS) computer science program will shift its focus and resources to finally support a pathway containing formal courses throughout grades six through twelve.

The movement to a six through twelve model will also move us along in our plans to align with the new state frameworks in Digital Literacy and Computer Science. At the middle school level, students are expected to have experiences within four domains: Computing and Society, Digital Tools and Collaboration, Computing Systems, and Computational Thinking. We currently satisfy some of the standards within these domains, but gaps still exist and we should plan to close them.

Over the past two years, we have focused on shifts in resources and improvements at the high school. Due to obstacles at the middle school level, most notably schedule and space, we haven't been as successful. We see the transition to Gibbs and Ottoson Middle School (OMS), as an opportunity to branch out in grades six through eight.

2. History

For the purpose of providing context, our middle school program currently consists of a 90-day Digital Media and Literacy (DML) course offered to all sixth grade students and a 45-day

Computer Science Explorations (CSE) course offered to eighth grade students. DML services roughly 87% of the sixth grade and CSE roughly 13% of the eighth grade.

The DML course typically focuses its units on Scratch, handheld computers, web development, how computers work, coding websites that introduce additional languages, and ethical and safety issues. Block oriented languages were chosen so that the focus could lie in algorithmic thinking, problem solving, collaboration, and design. CSE focuses on Python, a text based language, as the core language with all the previously mentioned skills woven throughout. To summarize, we offer a variety of experiences that start and stop with a digital product as the end goal, but we are always keeping our eyes open to create more robust experiences.

Additionally, we have enjoyed and benefited from the Code Bug grant awarded a few years back, but the platform was only intended to support the program for three years, which is about to expire at the end of next school year. Recently developed units from various organizations have been centered around technology that have flexibility and multiple uses. Our plans will be to use the bugs when appropriate but unfortunately, they lack certain capabilities such as light, temperature, and motion sensors.

As an aside, and as a matter of principle, we have always believed that all students should experience computer programming to ensure equity and opportunity. Therefore, DML has been a required course for "all" sixth graders. We hope to combat a national and historic trend of limited enrollment which underserves specific student subgroups. With our "all are welcomed and valued" mentality, we have received so much positive feedback from both the parent and student community.

Unfortunately (or is it fortunately?), we don't want to rest on our laurels!

3. Program Shift

During the 2018-2019 school year, the middle school program will shift. Currently, our plan rests on three new courses:

1. Digital Media and Literacy offered for grade six as a 45-day mandatory course for all.
2. Computer Science Explorations offered for grade seven as a 45-day elective course initially structured to support at most 150 students.
3. Computer Science Explorations offered for grade eight as a 45-day elective course initially structured to support at most 150 students.

This shift will bring a revision of the curriculum as well as a better ability to integrate and incorporate different fields that connect with, and depend upon, a programmer's mentality. As a broad description, the three courses will each contain 2-3 units of study.

Project Description:

Our request centers on our desire to offer robust and spiraled units of study that include robotics and 3D printing in all three of the courses. As detailed earlier, the current experiences typically conclude with a digital product, CodeBugs excluded. While these projects have yielded some great work, we plan to create units that embrace production and design.

The robotics kits listed below are flexible enough to be programmed with either Scratch or text based languages. These kits will allow us to revise our current units but still maintain the core coding principles that we value. In short, the coding experience will be the same, but the students will now have a “thing” to manipulate.

Additionally, the robotics kits are “incomplete” in a very strategic and planned manner. This flexibility adds to the complexity of projects as students will be able to design and 3D print both core and extension parts.

Without the grant, the program will include only limited opportunity for students experience physical computing - writing code that controls physical devices (Massachusetts DL&CS standards 6-8.CS.a.4, 6-8.CS.a.5, 6-8.CT.b.3, and others), and they will miss exposure to this important career. While CodeBugs provided an introduction to physical computing, they are quite limited; they do not include sensors (cannot respond to temperature, light, or sound), movement, motors, and lights whose colors can be programmed. CodeBugs provide about ten lessons of material for one grade only; this grant would allow us to extend students' exposure to physical devices across three grade levels and many more lessons.

1. Materials Descriptions: Robots

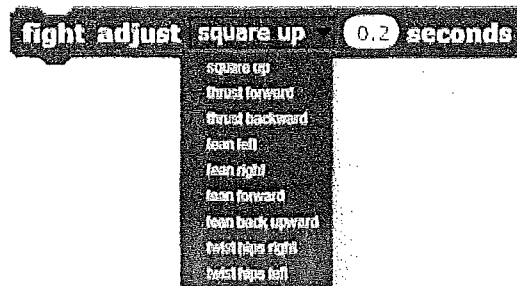
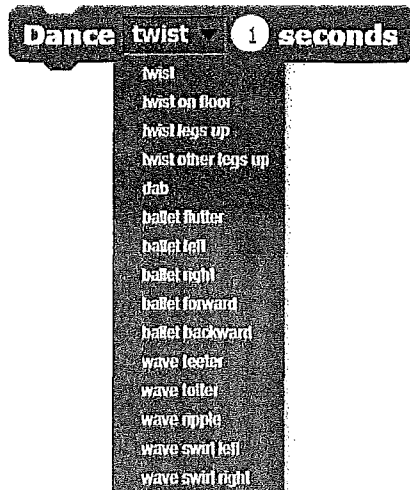
Vorpai Robotics makes reusable educational kits that provide exciting STEM learning experiences. The Vorpai brand is dedicated to creating fun, interactive, classroom-friendly robotics products based on open-source technologies and 3D printing.

This is a roughly 1 minute demonstration of many different activities for the Vorpai robots:
<https://www.youtube.com/watch?v=GW3ZaxP6OhM>

The Vorpai system provides a Scratch Extension in order to control the robot. Digital Media and Literacy students are currently introduced to computer science through Scratch, a project of the Lifelong Kindergarten Group at the MIT Media Lab. It is provided free of charge and can run on almost any computer. With Scratch, students currently program their own interactive stories, games, and animations and share their creations with others. With Vorpai robots, students can apply their Scratch skills to physical reasoning and real life engineering and design challenges.

Right out of the box, these robots can do races, obstacle courses, dance moves, jousting, capture the flag, and autonomous navigation. The code is exciting, accessible, and

age-appropriate for middle school level beginners, with premade commands like “dab” and “twist hips right”.



This short video shows how to use Scratch to read a sensor on the Vorpal robot and use it to change the robot's behavior. An ultrasonic sensor is used to measure the distance from the robot to the nearest object. If an object is less than about 10 inches away, the robot turns to avoid the obstacle. Although simple, this example is a great way to introduce students to the idea of using sensors to help a robot navigate in the world.

<https://www.youtube.com/watch?v=aCCHRZ6HLgY>

The frame of the robots is 3D printed and easily customizable. Students will learn 3D printing software such as TinkerCAD and create their own products. TinkerCAD is a simple, online 3D design and 3D printing app. It is used by designers, hobbyists, teachers, and kids, to make toys, prototypes, Minecraft models, fidgets, jewelry, etc. 3D printing empowers students to design their own unique projects and create satisfying physical end-products to showcase their computational skills.

Here is a quick video about using TinkerCAD in schools:

<https://www.youtube.com/watch?v=NqkZFCj8ndU>

The **Hummingbird** is a reusable circuit board that can be purchased with a variety of motors (gear, servo, vibration), single- and tri-color LEDs, sensors (distance, round [potentiometer], light, temperature, sound), and wheels. See <http://store.birdbraintechnologies.com/category-s/106.htm>. They are programmed in a wide variety of languages, from Scratch to Java (both block-based and text languages). They can do all the standard robot activities - move, follow lines, respond when someone approaches - but

they can also add interactivity to build-it-yourself projects. To see their remarkable versatility, look at this page of videos that show projects from actual classrooms, <http://www.hummingbirdkit.com/teaching/curricula>.

HB Invent robots have the virtue of simplicity - fewer parts than Hummingbird while still being quite flexible. They can move, follow lines, detect collisions, show colored lights, draw, sense infrared light (temperature). They are programmed in Crumble, a block-based language similar to Scratch.

<https://www.invent-ed.uk/robot-explorer>

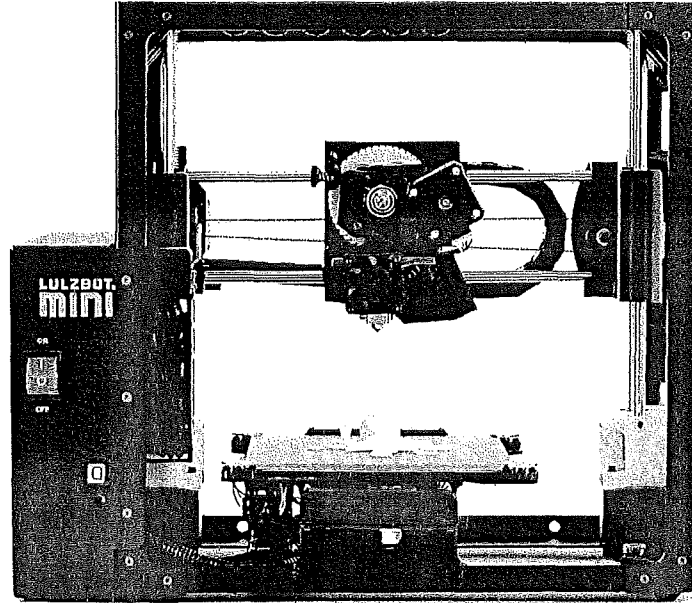
As a point of clarification, we will choose between the Hummingbird or the HB Invent robots for OMS. We are still reviewing the capabilities and will have a more clear idea by Spring.

2. Materials Descriptions: 3D Printers

The LulzBot Mini is an affordable, easy-to-use desktop 3D printer. It was built to work out of the box, with no complicated assembly process, and is compatible with TinkerCAD.

"The LulzBot Mini is a perfect match for high school and university STEM labs, Makerspaces, basement tinkerers, or anyone looking for a sturdy, reliable bot at a reasonable price point. This machine is a good choice as a first exposure to 3D printing or as a small-scale workhorse for an expert user."

- 2016 3D Printer Buyer's Guide, Make: Magazine



The **Dremel 3D printer** is similar to the Lulzbot in functionality and potential. We would like to try different options for our own development. <https://digilab.dremel.com/middle-school>

Timeline:

The overall plan for 6-8 computer science has begun. We have already secured funds for professional development from Assistant Superintendent Rod MacNeal. He has committed to support the three teachers in varying opportunities that include 3D printing workshops and Scratch conferences. These will take place during the Spring semester and into the summer

Additionally, funds for summer curriculum work have been requested from the summer PD budget. These funds will support the days spent by the core teachers designing the new units of study.

Target Population:

The 6th grade program is required and will service around 420 students while the 7th and 8th is elective and will service 300 students combined. Frequency of use and materials for printing would roughly be the same which highlights the equal split of the proposed budget.

The classrooms at OMS are near each other so sharing between the two grades will not pose a problem. The printer at Gibbs will be in the newly created lab off of the Media Center and can be used by additional programs.

Qualifications of Key Personnel & Collaborators:

Terry Dash, Middle School CS teacher, scheduled to remain at OMS to teach seventh grade.
 Matt Larrabee, Middle School CS teacher, scheduled to remain at OMS to teach eighth grade.
 Nicole Rivilis, Middle School CS teacher, scheduled to become the sixth grade teacher at Gibbs.
 Matt Coleman, Mathematics Director

Evaluation Expectations:

The expectation of the grant will impact the product that students create. Therefore, the most general data collected will be in the evaluation of the products students create and the frequency in which they are created.

Additionally, students will be asked for their feedback via survey before and after the project. The qualitative information will be used to modify future units and projects.

Project Budget:

| School | Item | Unit Cost | Quantity | Total Cost |
|----------------|--|------------|----------|------------|
| Ottoson | <u>Dremel DP40 3D printer w/curriculum</u> | \$1,599.00 | 1 | \$1,599.00 |
| Ottoson | <u>Dremel PLA filament (1/2 kg)</u> | \$28.99 | 20 | \$579.80 |
| Ottoson | <u>Invent! robots OR Hummingbird</u> | \$180.00 | 15 | \$2,700.00 |
| Ottoson | Headphones | \$15.00 | 30 | \$450.00 |
| OMS Subtotal | | | | \$5,328.80 |
| Gibbs | <u>LulzBot Mini v1.0</u> | \$1,187.50 | 1 | 1,187.50 |
| Gibbs | <u>PolyLite PLA, 2.85mm 1kg Reel</u> | \$21.25 | 16 | \$340.00 |
| Gibbs | <u>Vorpal Hexapod Deluxe Maker Kit</u> | \$119.25 | 15 | \$1,788.75 |
| Gibbs | Art supplies (per student) | \$3.00 | 450 | \$1,350.00 |
| Gibbs Subtotal | | | | 4,666.25 |

| | | | | |
|----------------|--|--|--|----------|
| Grand Total | | | | 9,995.05 |
|----------------|--|--|--|----------|

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Visit State Site
for full document.

Digital Literacy and Computer Science Education for All Students

Digital literacy and computer science knowledge, reasoning, and skills are essential both to prepare students for personal and civic efficacy in the twenty-first century and to prepare and inspire a much larger and more diverse number of students to pursue the innovative and creative careers of the future. The abilities to effectively use and create technology to solve complex problems are the new and essential literacy skills of the twenty-first century.

Digital literacy and computer science standards in this *Framework* articulate critical learning outcomes for Kindergarten through Grade 12 to help prepare students for success in world. The standards represent the core elements of digital literacy and computer science and are intended to drive coherent, rigorous instruction, which results in the mastery and application of digital literacy and computer science knowledge, reasoning, and skills.

1. **The standards include core concepts in four strands:** Computing and Society, Digital Tools and Collaboration, Computing Systems, and Computational Thinking.
2. **The standards articulate practices necessary for success.** The practices cultivate the internalization of dispositions that skillful people in digital literacy and computer science apply in reasoning, creation, and problem solving. Practices speak to the skills needed to successfully use and create technology. When integrated with core concepts the practices in the standards define the types of performance students should be able to demonstrate as a result of learning digital literacy and computer science.
3. **The standards coherently progress from Kindergarten to grade 12.** The standards emphasize a focused and coherent progression of knowledge and skills. As students progress through their K-12 education, they acquire increasingly sophisticated knowledge, skills and dispositions in digital literacy and computer science.
4. **The standards prepare students for post-secondary opportunities – civic, college, and career.** Digital literacy and computer science skills, knowledge and practices are essential to prepare all students for personal and civic efficacy, as well as the workplace. The importance of digital literacy and computer science knowledge and skills are pervasive in virtually all fields, from transportation to entertainment and the arts, from energy to the life sciences, from business and manufacturing to health care, from physics, chemistry and environmental sciences to all areas of research, and in many personal and civic decisions from telephones to garage doors to technological systems in communities.
5. **The standards complement other Massachusetts Curriculum Frameworks.** The standards in this *Framework* overlap in meaningful and substantive ways with standards from other academic disciplines and offer an opportunity for all students to better apply and learn digital literacy and computer science. Much of the knowledge, skills, and dispositions central to

digital literacy and computer science, such as computational thinking, also apply to other subjects, including, but not limited to, science, technology and engineering and mathematics.

There are a few aspects of state learning standards that are important to keep in mind as curriculum and instruction is developed to help students learn the standards:

- The standards reflect what a student should know and be able to do as a result of instruction within each grade span (K-2, 3-5, 6-8, and 9-12). Educators have flexibility in arranging the standards in any order within a grade span to suit the needs of students.
- The practices articulate the dispositions and skills students acquire over time. Practices form the basis of analytical reasoning, specifically in the context of effectively using technology to support problem solving. Coupling practice with content gives the context for student performance.
- Curricula and assessment should be developed in a way, which builds students' knowledge and ability toward mastery of the standards. Effective instruction engages students in multiple practices simultaneously.
- The standards identify the most essential material for students to know and be able to do. They are not an exhaustive list of all that could be included in a student's digital literacy and computer science education, nor should they prevent students from going beyond the standards where appropriate.
- Some standards have multiple functions or multiple components, the purpose of which is to convey the richness of expected outcomes.

Providing consistent exposure to curricula based on the standards during grades K-8 will create the necessary foundation for college- and career-focused learning in grades 9-12. In grades K-8, the standards afford opportunities to: (1) integrate core concepts and practices across the curriculum, and (2) more deeply explore digital literacy and computer science practices in contexts, such as introductory programming, data collection and analysis, robotics, etc., in specific subject areas or as exploratory courses. In grades 9-12, the standards provide opportunities for students to gain proficiency and incorporate substantive expectations of the AP® Computer Science Principles Curriculum Framework, the widely recognized benchmark for post-secondary preparation. With a strong foundation provided by this *Framework*, students will be well prepared for a variety of civic, college, and career options that include the use and creation of technology.

Evidence Cover Sheet for Goal Objective 1.1

Directions: Click on the link for the language that you submitted last spring: [18-19 District Goals](#). In addition, here are the links to the [Transferable Skills](#) and [Vision of Student and Learner and Global Citizen](#).

Goal Objective 1.1: Students will engage in curricula that are designed in response to the district's vision of student as learner with an emphasis on transferable skills such as remain in alignment with state standards, and coherent within each discipline.

District Goal/Rationale: (How does this connect to the language in goal objective 1.1? More specifically, how does it connect to transferable skills, district's vision of student as learner, and align with state standards?)

Our prior system of tracking and leveling has been an area of interest as it relates to our subgroups and our achievement gap. We have restructured our Algebra 1 course to better reflect the content and process goals of the district.

Action: (What is the action?)

- Common planning time scheduled. All teachers of the course met weekly to plan and to share work responsibilities
- Closed Curriculum B and offered two co-taught sections: 1 with a special educator and 1 with two general educators
- Adopted CME Algebra 1 as a curriculum resource
- Create a new curriculum map for the course

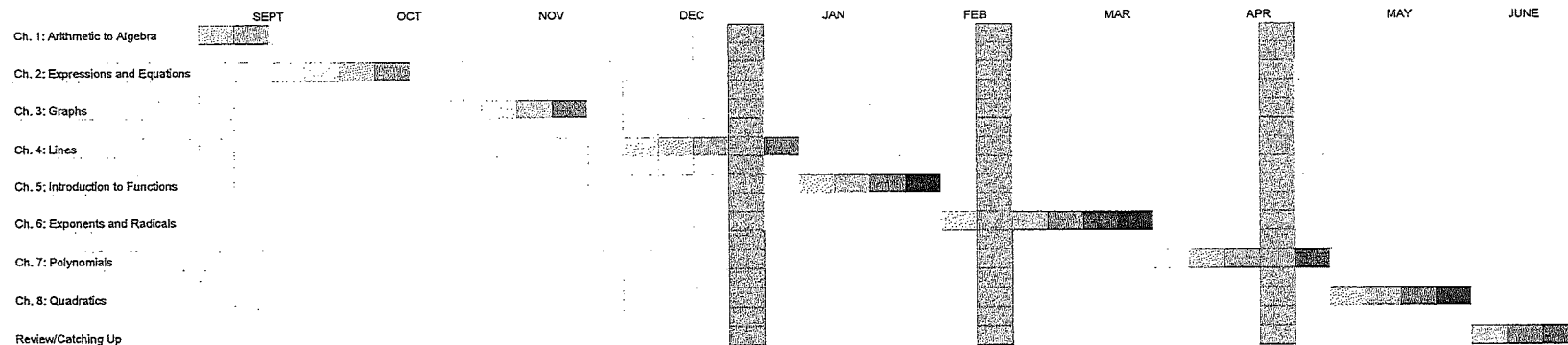
Progress:

The course has been redesigned and we are in year two of implementation. Common planning time was prioritized for the course. Edits and modifications continue throughout the upcoming year.

Description of Evidence:

1. Updated curriculum map
2. Sections to cut from new text
3. Email thread - setting up online access to text

#1



Possible Cuts in CME Project Algebra 1

Created by Bowen Kerins, CME Project Author

The book is not written with the intent of “plowing through” as many chapters as possible until the end of the school year. Rather, we want all students to see parts of all eight chapters. Most chapters (1, 3, 5, 6, 8) run from simple concepts to very difficult ones — “low threshold, high ceiling.”

Finding good places to cut (lessons or investigations) is critical, because if you don’t, you end up finding bad places to cut instead.

- Chapter 1: Consider cutting 1C if necessary. **Very Important:** do not overspend time in this chapter teaching ancillary topics to mastery. Many topics will return in later chapters.
- Chapter 2: All investigations are central to the course. Students do get multiple chances to master the distributive property, especially Lesson 2.13.
- Chapter 3: Many districts cut Investigation 3B altogether. It is not central to the course. A low-level Algebra 1 group should skip Investigation 3D, while a high-level Algebra 1 group should skim Investigation 3A. Chapters 3 and 6 have a “low threshold, high ceiling” approach. Not all Algebra 1 groups will do this chapter in its entirety.
- Chapter 4: All investigations are central to the course, but 4D could be skipped if absolutely necessary, replaced by directed skill practice. 4D covers linear inequalities and lines of best fit.
- Chapter 5: Consider cutting all or part of 5C. If cutting 5C, skip the chapter project. 5C revisits Guess-Check-Generalize from a function perspective, and explores recursive rules deeply.
- Chapter 6: Most Algebra 1 groups should skip 6C, while a high-level group should skim 6A. A high-level group is likely to have encountered most of the material in 6A and 6B before, but take note of the approach to defining exponents. Some standards say that students need to recognize exponential function graphs, which appear in 6C.
- Chapter 7: Consider cutting all or part of 7B if time is tight. Its material is covered again in Algebra 2, Chapter 2. 7A and 7C are essential.
- Chapter 8: Consider cutting all or part of 8C, which covers solving equations by graphing each side as a function, inequalities of two variables, and quadratic difference tables. (If you’re in need of cutting, this decision will probably be made for you!)



#3

Post your comments on this page to help us improve our service.

Algebra 1 Online Access

Octavia Brauner <obrauner@arlington.k12.ma.us>

Fri, Sep 7, 2018 at 3:00 PM

To: Matthew Coleman <mcolem@arlington.k12.ma.us>

Cc: Catherine Willwerth <cwillwerth@arlington.k12.ma.us>, Carolyn Conlon <cconlon@arlington.k12.ma.us>, Blythe Colyer <bcolyer@arlington.k12.ma.us>, Codie Smith <cosmith@arlington.k12.ma.us>, Christina Preville <cpreville@arlington.k12.ma.us>

Hi Matt -

We are ready to give the students codes to access the book/material online. Do you have the codes and instructions for making that happen?

Thanks!

Octavia

If you need this document translated, please call your child's school principal - Si necesita este documento traducido, por favor comuníquese con la escuela de su hijo -

Se você precisa este documento traduzido, entre em contato com a escola do seu filho - Si vous avez besoin de traduire ce document, s'il vous plaît contacter l'école de

vosre enfant - 如果你需要这份文件翻译, 请联系您的孩子的学校 - إذا كنت تحتاج /تحتاجين إلى ترجمة هذه الوثيقة إلى اللغة العربية يرجى الاتصال بمدرسة طفلك/طفلتك, -

Matthew Coleman <mcolem@arlington.k12.ma.us>

Tue, Sep 11, 2018 at 8:34 AM

To: Octavia Brauner <obrauner@arlington.k12.ma.us>

Cc: Catherine Willwerth <cwillwerth@arlington.k12.ma.us>, Carolyn Conlon <cconlon@arlington.k12.ma.us>, Blythe Colyer <bcolyer@arlington.k12.ma.us>, Codie Smith <cosmith@arlington.k12.ma.us>, Christina Preville <cpreville@arlington.k12.ma.us>

Hi all,

I will upload the students today.

Best,

mc

[Quoted text hidden]

--

Matthew Coleman

Mathematics Director

Arlington Public Schools

mcolem@arlington.k12.ma.us

781.316.3587

Blythe Colyer <bcolyer@arlington.k12.ma.us>

Tue, Sep 11, 2018 at 9:23 AM

To: Matthew Coleman <mcolem@arlington.k12.ma.us>

Cc: Octavia Brauner <obrauner@arlington.k12.ma.us>, Catherine Willwerth <cwillwerth@arlington.k12.ma.us>, Carolyn Conlon <cconlon@arlington.k12.ma.us>, Codie Smith <cosmith@arlington.k12.ma.us>, Christina Preville <cpreville@arlington.k12.ma.us>

Do we also have digital access to the book and resources for us to use?

Best,

Blythe

[Quoted text hidden]

--

Blythe Colyer
Mathematics Department
Arlington High School

[Quoted text hidden]

Matthew Coleman <Mcoleman@arlington.k12.ma.us>

Tue, Sep 11, 2018 at 9:24 AM

To: Blythe Colyer <bcolyer@arlington.k12.ma.us>

Cc: Octavia Brauner <obrauner@arlington.k12.ma.us>, Catherine Willwerth <cwillwerth@arlington.k12.ma.us>, Carolyn Conlon <cconlon@arlington.k12.ma.us>, Codie Smith <cosmith@arlington.k12.ma.us>, Christina Preville <cpreville@arlington.k12.ma.us>

I have to create accounts for each of you. I will upload you all in bulk

mc

[Quoted text hidden]

Evidence Cover Sheet for Goal Objective 1.1

Directions: Click on the link for the language that you submitted last spring: [18-19 District Goals](#). In addition, here are the links to the [Transferable Skills](#) and [Vision of Student and Learner and Global Citizen](#).

Goal Objective 1.1: Students will engage in curricula that are designed in response to the district's vision of student as learner with an emphasis on transferable skills such as remain in alignment with state standards, and coherent within each discipline.

District Goal/Rationale: (How does this connect to the language in goal objective 1.1? More specifically, how does it connect to transferable skills, district's vision of student as learner, and align with state standards?)

With the implementation of the Massachusetts Frameworks and the offering of the Next Gen MCAS, the elementary schools required a shift in the core of curriculum and instruction. The coaches supported the movement towards classrooms that promote collaboration, student thinking and reasoning, multiple strategies, physical manipulatives, and active engagement. Investigations was chosen due to its alignment with these beliefs.

Action: (What is the action?)

Offer coaching support on a daily basis, including observations, common planning, co-teaching, and model lessons.

Release days for unit planning for the 4 core units. All core teachers were expected to attend. We called these sessions Paired School PD.

Two PD days during the Tuesday release time, supporting the technical side of the program. Assessments, 10-minute routines, using the tech platform, extensions and enrichment, and analyzing student work were consistent topics.

Summer PD was offered through TERC during the 2018 summer and the 2019 summer.

Summer PD was offered through content and planning sessions during the 2018 summer and the 2019 summer.

Progress:

This was the third year in the implementation of a curriculum that meets the requirements of both the content and practice standards of the current State Frameworks. As of the start of the 2019-2020 school year, all grades from k-5 have had a year to dedicated PD and support to implement Investigations 3.0 across the district.

Description of Evidence:

1. Offerings - roughly 40% of teachers attended at least one offering.
2. Elementary PD Calendar - all meetings focused on Inv. implementation
3. Math Coaching Cycle offering - individualized support for teachers
4. Paired School meeting schedule - focused on gr. 4 and 5 unit planning
5. Email Reminder to Teachers
6. Email Reminder to Teachers
7. Email Feedback from me regarding a session
8. Exit Ticket - Sept. 25th session
9. Exit Ticket - Nov. 27th Session
10. Extension resource - created due to feedback from teachers

#1

Summer 2018 PD

| Dates | Relevant Grades | Type | Description | Notes | Credit, Stipend, and PDP Info |
|------------------------------|-----------------|--|--|---|--|
| Investigations 3.0 Overview | | | | | |
| June 20th through August 1st | k-5 | <u>7-week Online Course</u> | In this 7-week course, participants learn about the content and pedagogy of Investigations 3. Through online interactive activities and discussions, participants develop a solid understanding of the curriculum. They explore key mathematical concepts K-5, and consider how to effectively support student learning. | Priority will be given to grades 4 and 5 teachers first. This is due to the implementation plan that is in place. The workshop will be run by TERC facilitators. Spots for this workshop are limited. We will honor first come, first serve. | The cost of the workshop will be covered. Teachers can earn PDP credits. This course will be offered for 3 grad credits through Framingham State for \$225. The cost of the workshop will be covered. Teachers can earn PDP credits. |
| Supporting Students | | | | | |
| June 20th through August 1st | k-5 | <u>7-week Online Course</u> | This 7-week online course focuses on the teacher's role in supporting the range of learners in K-5 mathematics classrooms | Priority will be given to grades k-3 teachers first. This is due to the implementation plan that is in place. The workshop will be run by TERC facilitators. Spots for this workshop are limited. We will honor first come, first serve. | The cost of the workshop will be covered. Teachers can earn PDP credits. This course will be offered for 3 grad credits through Framingham State for \$225. The cost of the workshop will be covered. |
| July 12th and 13th | k-5 | <u>2-day Math Practices in Inv 3.0</u> | Two-day Investigations workshop centered on the Standard for Math Practice 2, 4, 7, 8. | Priority will be given to grades k-3 teachers first. This is due to the implementation plan that is in place. The workshop will be run by TERC facilitators in Arlington. Spots for this workshop are limited. We will honor first come, first serve. | Teachers can earn PDP credits. Teachers can earn grad credit if both distinct Math Practice courses are completed. It will be offered for 2 grad credits through Framingham State for \$150. The cost of the workshop will be covered. |
| July 23rd and 24th | k-5 | <u>2-day Math Practices in Inv 3.0</u> | Two-day Investigations workshop centered on the Standard for Math Practice 1, 3, 5, 6. | Priority will be given to grades k-3 teachers first. This is due to the implementation plan that is in place. The workshop will be run by TERC facilitators in Arlington. Spots for this workshop are limited. We will honor first come, first serve. | Teachers can earn PDP credits. Teachers can earn grad credit if both distinct Math Practice courses are completed. It will be offered for 2 grad credits through Framingham State for \$150. The cost of the workshop will be covered. |
| July 25th and 26th | k-5 | <u>2-day Math Practices in Inv 3.0</u> | Two-day Investigations workshop centered on the Standard for Math Practice 2, 4, 7, 8. | Priority will be given to grades k-3 teachers first. This is due to the implementation plan that is in place. The workshop will be run by TERC facilitators in Arlington. Spots for this workshop are limited. We will honor first come, first serve. | Teachers can earn PDP credits. Teachers can earn grad credit if both distinct Math Practice courses are completed. It will be offered for 2 grad credits through Framingham State for \$225. The cost of the workshop will be covered. |
| July 24th through 27th | k-5 | <u>4-day workshop</u> | Four-day Investigations workshop centered on the core aspects of the program including how the mathematics develops and a focus on grade level planning. | Priority will be given to grades 4 and 5 teachers first and k-3 teachers second. This is due to the implementation plan that is in place. The workshop will be run by TERC facilitators at EDCO. Spots for this workshop are limited. We will honor first come, first serve. | The cost of the workshop will be covered. This course will be offered for 2 grad credits through Framingham State for \$150. |
| August 13th | 4 and 5 | Planning Day | A three hour planning day focused on preparation for the upcoming year. | The meeting will occur from 8:30-11:30. The session will be held in Arlington. | Participants will be awarded PDPs and earn \$75 for their time. |
| August 16th | k-3 | Planning Day | A three hour planning day focused on preparation for the upcoming year. | The meeting will occur from 8:30-11:30. The session will be held in Arlington. | Participants will be awarded PDPs and earn \$75 for their time. |
| August 14th and 15th | k-5 | Workshop | A four day - two summer days and two fall days - Developing Mathematical Ideas (DMI) workshop entitled Building a System of Tens (BST). Participants examine the structure of the base ten number system and how children make sense of this system as they develop strategies for the four basic operations. The seminar begins with a view of young children's strategies as they encounter multi-digit numbers, moves to an examination of how our number system (base ten) is exploited when working with the four basic operations on whole numbers, and revisits the operations with a focus on base ten in the context of rational numbers. | The follow up sessions will be held on Saturday, September 22nd and Friday, October 5th. A sub will be provided for the second follow up day. The sessions will be held in Arlington. Priority will be given to grades 3 through 5 teachers first. 1e: 8-3 p.m. with one hour for lunch. | This course will be offered for 2 grad credits at Framingham State or for two school credits that are only valid within Arlington Public Schools. The cost will be \$150. Books will be provided. |

#2

Proposed 2018-2019 Elementary PD Calendar

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|--------------------|-------------------------|-------------------|----------------|--------------------|--------------------------|----------------|
| SEPT. 9/25 | SEL - 1 | SOCIALSTUDIES - 1 | ELA - 1 | ELA - 1 | MATH - 1 | MATH - 1 |
| OCT. 10/23 | SEL - 2 | ELA - 1 | Math - 1 | Math - 1 | ELA - 1 | SOCIAL STUDIES |
| NOV. FUL DAY 11/6 | District - Rod | District - Rod | District - Rod | District - Rod | District - Rod | District - Rod |
| NOV. FULL DAY 11/6 | District - Rod | District - Rod | District - Rod | District - Rod | District - Rod | District - Rod |
| NOV. 11/27 | ELA - 1 | SEL | Science - 2 | SOCIAL STUDIES - 1 | MATH - 2 | MATH - 2 |
| JAN. 29 | Math - 1 | Math - 1 | ELA - 2 | ELA - 2 | Science - 1 | Science - 1 |
| FEB. 26 | SEL - 3 | ELA - 2 | Science - 1 | Science - 1 | ELA - 2 | SOCIAL STUDIES |
| MARCH 26 | ELA - 2 | SOCIALSTUDIES - 2 | Math | Math - 2 | ELA - 3 | Science - 2 |
| APRIL 30 | Math - 2 | Math - 2 | ELA - 3 | SOCIAL STUDIES - 2 | Instructional Technology | ELA - 1 |
| MAY 28 | K-new parent visitation | Science - 1 | SOCIAL STUDIES | Science - 2 | Science - 2 | ELA - 2 |

#3

For Math Coaching Cycles

Hi all,

Now that the school year is underway, I can start some coaching cycles. Are you interested? Last year, I worked with individual teachers on all sorts of interesting questions of practice, such as going deeper with the curriculum, supporting struggling students, developing fluency, and facilitating productive discussions. Is there something you would like to think more deeply about, in a collaborative way? If so, please read the description below and then **REPLY TO ME** by **Friday Oct 7th** to let me know that you **MIGHT** want to do this. A reply is not a commitment, you're just letting me know you might be interested. If I have more interest than I can schedule, I may have to ask some people to wait until winter. Participation is strictly voluntary!

Anticipated FAQs:

What would it involve?

You and I would work together to identify a goal you would like to achieve. The goal could be about student learning or student behavior (and does not need to have anything to do with your evaluation goals...this has no ties to evaluation at all). We would work together to learn about best practices to achieve the goal. We would try out some of the practices, and reflect on how well they went. What we observe and discuss is confidential.

But really, what would that actually look like?

We would meet at least once a week for planning and debriefing. This could be during your prep or at another time convenient for you. I would be in your class during math block 2-3 times a week to model, co-teach and/or observe. This "could" involve video-taping some lessons, if you're comfortable with that.

How long would we work together?

We would work together for about 8 weeks. This would give us enough time for me to get to know your class and for us to work on something substantial.

If I don't do this, can I still meet with you to talk math, planning, data, etc?

Absolutely!

Thanks!

#4

Paired Schools PD

| Date | Schools | Grades | Location | Time | Task | # of teachers |
|-------------|----------|--------|-------------------|-------------|-------------------|---------------|
| T Oct 9 | Bishop | 4 | | 8:00 - 2:00 | Unit 3: Planning | 7 |
| | Thompson | | | | | |
| W Oct 10 | Dallin | 4 | Brackett | 8:00 - 2:00 | Unit 3: Planning | 11 |
| | Brackett | | | | | |
| | Peirce | | | | | |
| Th Oct 11 | Hardy | 4 | | 8:00 - 2:00 | Unit 3: Planning | 6 |
| | Stratton | | | | | |
| T Oct 23 | Thompson | 5 | | 8:00 - 2:00 | Unit 3: Planning | 7 |
| | Bishop | | | | | |
| W Oct 24 | Brackett | 5 | Peirce - Art Room | 8:00 - 2:00 | Unit 3: Planning | 6 |
| | Peirce | | | | | |
| Th Oct 25 | Dallin | 5 | Dallin | 8:00 - 2:00 | Unit 3: Planning | 11 |
| | Hardy | | | | | |
| | Stratton | | | | | |
| T Jan 8 | Thompson | 4 | | 8:00 - 2:00 | Unit 5: Planning | 7 |
| | Bishop | | | | | |
| W Jan 9 | Dallin | 4 | Peirce Art Room | 8:00 - 2:00 | Unit 5: Planning | 11 |
| | Brackett | | | | | |
| | Peirce | | | | | |
| R Jan 10 | Hardy | 4 | | 8:00 - 2:00 | Unit 5: Planning | 6 |
| | Stratton | | | | | |
| T Feb 12 | Thompson | 5 | | 8:00 - 2:00 | Unit 6: Planning | 7 |
| | Bishop | | | | | |
| W Feb 13 | Dallin | 5 | Peirce | 8:00 - 2:00 | Unit 6: Planning | 10 |
| | Brackett | | | | | |
| | Peirce | | | | | |
| Th Feb 14 | Hardy | 5 | | 8:00 - 2:00 | Unit 6: Planning | 6 |
| | Stratton | | | | | |
| T Feb 5 | Thompson | 4 | | 8:00 - 2:00 | Unit 6: Planning | 7 |
| | Bishop | | | | | |
| W Feb 6 | Dallin | 4 | Peirce | 8:00 - 2:00 | Unit 6: Planning | 11 |
| | Brackett | | | | | |
| | Peirce | | | | | |
| R Feb 7 | Hardy | 4 | | 8:00 - 2:00 | Unit 6: Planning | 6 |
| | Stratton | | | | | |
| T March 19 | Thompson | 5 | | 8:00 - 2:00 | Unit 7 : Planning | 7 |
| | Bishop | | | | | |
| W March 20 | Dallin | 5 | Dallin | 8:00 - 2:00 | Unit 7 : Planning | 10 |
| | Brackett | | | | | |
| | Peirce | | | | | |
| Th March 21 | Hardy | 5 | | 8:00 - 2:00 | Unit 7: Planning | 6 |
| | Stratton | | | | | |



45

Tues 9/25 Math PD

Paula O'Sullivan <posullivan@arlington.k12.ma.us>

Sun, Sep 23, 2018 at 9:35 PM

To: Abby Kaminsky <akaminsky@arlington.k12.ma.us>, Adriane DiPasquale <adipasquale@arlington.k12.ma.us>, Amy Cook <acook@arlington.k12.ma.us>, AnitaCristina Calcaterra <acalcaterra@arlington.k12.ma.us>, Annette Brubaker <abrubaker@arlington.k12.ma.us>, Beth Defossez <bdefossez@arlington.k12.ma.us>, Brenda Rolfe <brolve@arlington.k12.ma.us>, Bryan McCormick <bmccormick@arlington.k12.ma.us>, Carolyn Burke <cburke@arlington.k12.ma.us>, Daniel Hirl <dahirl@arlington.k12.ma.us>, Don Miller <dmiller@arlington.k12.ma.us>, Elizabeth Brogna <ebrogna@arlington.k12.ma.us>, Emily Lacoss <elacoss@arlington.k12.ma.us>, Fernanda LaRocca <flarocca@arlington.k12.ma.us>, Isha Sanghvi <isanghvi@arlington.k12.ma.us>, Janice Powers <jpowers@arlington.k12.ma.us>, Jennifer Cubides <jcubides@arlington.k12.ma.us>, Jill Connor <jconnor@arlington.k12.ma.us>, Jocelyn Allan <jallan@arlington.k12.ma.us>, Julia DiBernardo Plunkett <JPlunkett@arlington.k12.ma.us>, Kate Daley <kdaley@arlington.k12.ma.us>, Katherine Armstrong <karmstrong@arlington.k12.ma.us>, Kelly Lemos <klemos@arlington.k12.ma.us>, Kevin Phillips <kphillips@arlington.k12.ma.us>, Margaret Civiletto <mciviletto@arlington.k12.ma.us>, Marianna Tassone <mtassone@arlington.k12.ma.us>, Maureen Montgomery <mmontgomery@arlington.k12.ma.us>, Nicole Hayes <nhayes@arlington.k12.ma.us>, Nicole Schwartz <nschwartz@arlington.k12.ma.us>, Pam Muise <pmuise@arlington.k12.ma.us>, Phoebe Taffel <ptaffel@arlington.k12.ma.us>, Racquel Mangie <rmangie@arlington.k12.ma.us>, Sarah Marie Jette <sjette@arlington.k12.ma.us>, Shana Namm <snamm@arlington.k12.ma.us>, Stewart Deck <sdeck@arlington.k12.ma.us>
Cc: Carolyn Gaffey <cgaffey@arlington.k12.ma.us>, Carolyn Snook <csnook@arlington.k12.ma.us>, Elizabeth Van Cleef <evancleef@arlington.k12.ma.us>, Emily Veader <eveader@arlington.k12.ma.us>, Matthew Coleman <Mcoleman@arlington.k12.ma.us>, Sonya Connelly <sconnelly@arlington.k12.ma.us>, Stephanie McKenna <smckenna@arlington.k12.ma.us>

Hello 4th grade,

We will be meeting at **Bishop** on Tuesday for PD. You may have already received an email from another coach, but I wanted to be sure that everyone has the same information. We will be working with grade 5, and we'll all split up into four smaller groups, each focused on a different topic. By now you should have responded to the survey we sent out. Everyone can go to their first choice (if you remember what you decided!), but please know that a lot of people signed up for Differentiation, so if you'd like to be in a smaller group (Assessment, Discussions, or Pearson Realize) you can just join that group. We will give you specific room assignments on Tuesday.

Please bring your implementation guide, your unit 1 guide, and your laptop.

****IF** you are in grade 4 and you're joining the Discussion group, you should also bring your Unit 2 guide.

Please reach out if you have any questions!

We look forward to working together!

Paula

Paula Girouard O'Sullivan
Mathematics Coach, Hardy School

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#6

Arlington MA Public Schools Mail - 9/25 Math PD

9/25 Math PD

Stephanie McKenna <smckenna@arlington.k12.ma.us>

Mon, Sep 24, 2018 at 7:57 AM

To: Abigail Merson <amerson@arlington.k12.ma.us>, Alyssa Frank <afrank@arlington.k12.ma.us>, Amber Bus <abus@arlington.k12.ma.us>, Anne Hess-Mahan <ahess-mahan@arlington.k12.ma.us>, Brandon Jackson <bjackson@arlington.k12.ma.us>, Christina Hughes <chughes@arlington.k12.ma.us>, Christina Perkowski <cperkosi@arlington.k12.ma.us>, Colleen Gorman <cgorman@arlington.k12.ma.us>, Daniel Allen <dallen@arlington.k12.ma.us>, Heather Cameron Lowe <hlowe@arlington.k12.ma.us>, Heather Dooley <hdooley@arlington.k12.ma.us>, Heidi Bankmann <hbankmann@arlington.k12.ma.us>, Jane Scheschareg <jscheschareg@arlington.k12.ma.us>, Janelle Ricciuti <jricciuti@arlington.k12.ma.us>, Jennifer Ann Smith <jbench@arlington.k12.ma.us>, Jessica Ober <jober@arlington.k12.ma.us>, Joseph Guidoboni <jguidoboni@arlington.k12.ma.us>, Kelly Hughes <khughes@arlington.k12.ma.us>, Laura Ribeiro <lribeiro@arlington.k12.ma.us>, Lauren D'Intino <ldintino@arlington.k12.ma.us>, Linda Leigh <lleigh@arlington.k12.ma.us>, Michelle Fraser <mfraser@arlington.k12.ma.us>, Nerecesa Pires <npires@arlington.k12.ma.us>, Patrick Burke <pburke@arlington.k12.ma.us>, Rebecca Bell <rbell@arlington.k12.ma.us>
Cc: Carolyn Gaffey <cgaffey@arlington.k12.ma.us>, Carolyn Snook <csnook@arlington.k12.ma.us>, Elizabeth Van Cleef <evancleef@arlington.k12.ma.us>, Emily Veader <eveader@arlington.k12.ma.us>, Paula O'Sullivan <posullivan@arlington.k12.ma.us>, Sonya Connelly <sconnelly@arlington.k12.ma.us>, Matthew Coleman <Mcoleman@arlington.k12.ma.us>

Hello Grade 5,

We will be meeting at **Bishop** on Tuesday for PD. We will be working with grade 4, and we'll split up into four smaller groups, each focused on a different topic. By now you should have responded to the survey we sent out. Everyone can go to their first choice (if you remember what you decided!), but please know that a lot of people signed up for Differentiation, so if you'd like to be in a smaller group (Assessment, Discussions, or Pearson Realize) you can just join that group. We will give you specific room assignments on Tuesday.

Please bring your implementation guide, your unit 1 guide, and your laptop.

Please reach out if you have any questions!

Steph

--

Stephanie McKenna
Math Coach
Arlington Public Schools

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#7

Feedback from Yesterday

Matthew Coleman <Mcoleman@arlington.k12.ma.us>

Wed, Sep 26, 2018 at 9:21 AM

To: Carolyn Gaffey <cgaffect@arlington.k12.ma.us>, Carolyn Snook <csnook@arlington.k12.ma.us>, Elizabeth Van Cleef <evancleef@arlington.k12.ma.us>, Emily Veader <eveader@arlington.k12.ma.us>, Paula O'Sullivan <posullivan@arlington.k12.ma.us>, Sonya Connelly <sconnelly@arlington.k12.ma.us>, Stephanie McKenna <smckenna@arlington.k12.ma.us>

Hi all,

I just had a chance to read the exit ticket from the session yesterday. Great job!! Overall, extremely positive notes back to all of you.

For all of you, how did it go? Any feedback? I notice the note of complaining in the Pearson option so I plan to reach out to them. Was this the same for you?

Also, sorry that I wasn't available yesterday. I had meetings all morning followed by my own meetings to run. I don't expect you to check it often, but here is the calendar of meetings that I am expected to run for grades 6-12 for the year. Sometimes that overlaps as Gibbs and OMS meet on Tuesdays. As an added bonus, whenever we have department meetings with Gibbs/OMS, we have a 1 hour meeting with the principals of those schools. Basically, this means that I have meetings from 1-4 on those days even if the meeting time is just listed as 2:45-3:45.

Best,

mc

--

Matthew Coleman
Mathematics Director
Arlington Public Schools
mcoleman@arlington.k12.ma.us
781.316.3587

#8

G4 and G5 Exit Ticket 092518

1. Which grade do you work with?

Mark only one oval.

- ☐ 4th
☐ 5th
☐ Other:

2. Which session did you attend?

Mark only one oval.

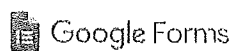
- ☐ Assessments
☐ Differentiation
☐ Discussions
☐ Pearson Realize

Sept 25

3. What ideas were new or helpful to you in our work today?

4. What questions are you left with?

5. Anything else you'd like us to know...



#9

Gr 4/5 Intro to Investigations 3.0 - #2

* Required

1. 1. What ideas were new or helpful to you in our work today?

2. 2. What questions are you left with?

Nov. 27

3. 3. Anything else you'd like us to know...

4. Which Grade Level PD did you attend? *

Mark only one oval.

☐ Grade 4

☐ Grade 5

Investigations 3.0 Extensions

Grade 5
Arlington Public Schools

Note: These do not include the Extensions at the end of each Unit's Introduction, only the embedded Session extensions.

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Evidence Cover Sheet for Goal Objective 1.1

English/ELA

Directions: Click on the link for the language that you submitted last spring: [18-19 District Goals](#). In addition, here are the links to the [Transferable Skills](#) and [Vision of Student and Learner and Global Citizen](#).

Goal Objective 1.1: Students will engage in curricula that are designed in response to the district's vision of student as learner with an emphasis on transferable skills such as remain in alignment with state standards, and coherent within each discipline.

District Goal/Rationale: (How does this connect to the language in goal objective 1.1? More specifically, how does it connect to transferable skills, district's vision of student as learner, and align with state standards?)

Teachers at the secondary level have focused on perspective and narration as they are evidenced in both reading and writing. This focus has practical applications in reading and writing, applications that are evident in the exploration of literature and in student expression. Moreover, this work has extended application to transferable skills including cultural awareness, critical thinking, expressive and receptive communication skills, social responsibility and self awareness. Thinking about perspective in reading and writing furthers students' abilities to observe and analyze information, develop arguments, and create original work. In considering our vision of student as citizen, this kind of work addresses the need to listen respectfully to a multitude of perspectives, helps students reflect upon choices and their impact, and influences students' self awareness and self understanding.

Action: (What is the action?)

Teachers have developed lessons to help students think about literature from multiple perspectives-- looking at minor characters, listening for voices that are quiet or unheard, and exploring issues from the perspective of characters other than the narrator.

In the high school specifically, we are examining the process of narrative writing, introducing new opportunities for students to write in the first person. This project has two origins--extending the work of the eighth grade Oral Presentation Project and preparing students for the college essay.

Progress:

Teachers are creating opportunities for students to see literature from different perspectives than those immediately obvious to the reader. This involves looking consciously at characters' voices and actions as well as looking beyond initial impressions and surface assumptions.

This is on-going in grades 6-12.

The high school is introducing opportunities at each level for students to engage in narrative forms of writing, formally and informally.

Description of Evidence:

Included are two sample writing exercises that ask students to look at something from a different point of view.

Also included is a booklet created to help teachers address narrative writing in terms of the college essay. This includes useful information for and from teachers from grades 9-12 and may be augmented over time.

Summer Reading Common Assessment

Directions: Please choose one, the prompt on either *All American Boys* on this page or *Station Eleven* on the following page. Record your answer at the end of this document.

Essential Question: How do we live responsibly in a world filled with conflict?

All American Boys

Please read the following conversation, from Quinn's perspective, between Jill and Quinn:

"I feel so gross," I said. "I keep telling myself it isn't my problem. But it is. It is my problem. I just don't know what to do."

"Yeah, but it isn't only your problem. It's everyone's problem."

"But I still don't know what to do. Like, tell the police?"

She paused, and I heard her breathe. "Maybe."

"Jesus." Telling the police meant telling Paul's friends. Meant Paul's friends telling *him* what I was doing.

"But everyone's seen it, Quinn. It's *all our* problem. But, what is that problem?" Then it was my turn to be quiet, and I shuffled over to the couch and sat down. "What is it?" Her voice rose. "Excessive violence?"

"I don't know. Unnecessary beating. Uh...shit, police brutality?"

"Yeah."

"And, you know. The way it's all working out. It's more."

"Like who was sitting where at lunch?"

I looked at the carpet between my feet. "Yeah."

"And whose lockers they looked in first for spray paint cans?"

...

"I think it's all racism," Jill said for me.

"And if I don't do something," I finally mustered, "if I just stay silent, it's like saying it's not my problem."

"Mr. Fisher spent our whole history class talking about it. If anybody wanted to talk about it more after school, he would. Me and Tiffany talked about it all day, so we went. There were a bunch of us there, and Fisher's helping us figure out what to do." (Kiely and Reynolds 182-184)

Part 1: Using the passage and anything else you remember from *All-American Boys*, write 1-2 formal, analytical paragraphs to answer the following question: How do we live responsibly in a world filled with conflict? Please answer using only specific details from this text and avoid using outside sources or personal experiences.

Part 2: Explore the question "How do we live responsibly in a world filled with conflict?" creatively. To do so, write 1-2 paragraphs from the perspective of Mr. Fisher, who is helping his

students figure out how to respond to the police brutality against Rashad. You may choose to write a personal journal entry, an internal monologue, a speech to his students, or another piece of creative prose from his perspective. You don't need to use the words "live responsibly in a world filled with conflict," but you should reveal Fisher considering these ideas in your writing. Please write how you believe Mr. Fisher would speak, use specific details from the book, and try to understand the character's feelings.

Please talk to us if you have questions about either of these assignments. You should complete within this class period.

Summer Reading Common Assessment, 2019-2020

Essential Question: How do we live responsibly in a world filled with conflict?

Station Eleven

Please read the following passage from the novel:

Sometimes the Traveling Symphony thought that what they were doing was noble. There were moments around campfires when someone would say something invigorating about the importance of art, and everyone would find it easier to sleep that night. At other times it seemed a difficult and dangerous way to survive and hardly worth it, especially at times when they had to camp between towns, when they were turned away at gunpoint from hostile places, when they were traveling in snow or rain through dangerous territory, actors and musicians carrying guns and crossbows, the horses exhaling great clouds of steam, times when they were cold and afraid and their feet were wet. Or times like now when the heat was unrelenting, July pressing down upon them and the black walls of the forest on either side, walking by the hour and wondering if an unhinged prophet or his men might be chasing them, arguing to distract themselves from their terrible fear.

...

Survival is insufficient: Kirsten had these words tattooed on her left forearm at the age of fifteen and had been arguing with Dieter about it ever since. (Mandel 119)

Part 1: Using the passage and anything else you remember from *Station Eleven*, write 1-2 formal, analytical paragraphs to answer the following question: How do we live responsibly in a world filled with conflict? Please answer using only specific details from this text and avoid using outside sources or personal experiences.

Part 2: Explore the question “How do we live responsibly in a world filled with conflict?” creatively. To do so, write 1-2 paragraphs from the perspective of a member of the Traveling Symphony (not Kirsten or Dieter) about their experience as a member of the Symphony. You may choose to write a personal journal entry, an internal monologue, a speech to others, or another piece of creative prose from their perspective. You don’t need to use the words “live responsibly in a world filled with conflict,” but you should reveal the character considering these ideas in your writing. Please write how you believe the character would speak, use specific details from the book, and try to understand the character’s feelings.

Please talk to me if you have questions about either of these assignments. You should complete within this class period.

PLEASE RECORD YOUR ANSWER BELOW THE LINE

“One of the Seven has Somewhat to Say”

by

Sara Henderson Hay

1-1
English

As you read, determine the identity of the speaker, and then figure out to whom he is speaking.

Remember how it was before she came--?
The picks and shovels dropped beside the door,
The sink piled high, the meals any old time,
Our jackets where we'd flung them on the floor?
The mud tracked in, the clutter on the shelves,
None of us shaved, or more than halfway clean...
Just seven old bachelors, living by ourselves?
Those were the days, if you know what I mean.

5

She scrubs, she sweeps, she even dusts the ceilings;
She's made us build a tool shed for our stuff.
Dinner's at eight, the table setting's formal.
And if I weren't afraid I'd hurt her feelings
I'd move, until we get her married off,
And things can gradually slip back to normal.

10

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10

AHS English Department

College Essay Resources

XXXXXXXXXX

Compiled Spring 2019

Contents:

1. Introduction
2. Common Application Prompts
3. Brainstorming Exercises
4. Editing Exercises
5. Advice from Experts
6. Rubrics
7. Sample Essays

Introduction:

This packet is intended to be a resource for any teacher in the department who teaches the college essay. In each category, you will find activities, articles, and resources that may be helpful to you and your students. Please consider this a living document - you are welcome to add anything you think might be helpful to others. Since each of us presents material in our own style, please feel free to copy and paste materials you'd like to use into your own document before editing.

Thank you to everyone who generously shared resources. I hope this document is helpful!

Common Application Prompts 2019-20

1. Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.
2. The lessons we take from obstacles we encounter can be fundamental to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?
3. Reflect on a time when you questioned or challenged a belief or idea. What prompted your thinking? What was the outcome?
4. Describe a problem you've solved or a problem you'd like to solve. It can be an intellectual challenge, a research query, an ethical dilemma - anything that is of personal importance, no matter the scale. Explain its significance to you and what steps you took or could be taken to identify a solution.
5. Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others.
6. Describe a topic, idea, or concept you find so engaging that it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more?
7. Share an essay on any topic of your choice. It can be one you've already written, one that responds to a different prompt, or one of your own design.

Brainstorming Exercises

Writing Strategies

(Credit: Kevin Richardson)

Pre-writing

To begin, you must first collect and organize potential ideas for your essay's focus. Since all essay questions are attempts to learn about you, begin with YOU.

Brainstorm:

Take 15 minutes and make a list of your strengths and outstanding characteristics. Focus on strengths of personality, not things you've done. For example, you are responsible (not an "Eagle Scout") or committed (not "played basketball"). If you keep drifting toward events rather than characteristics, make a second list of the things you've done, places you've been, accomplishments you're proud of; use them for the activities section of your application.

Create a "Self-Outline":

Now, next to each trait, list five or six pieces of evidence from your life --things you've been or done -- that prove your point.

Find Patterns and Connections:

Look for patterns in the material you've brainstormed. Group similar ideas and events together. For example, does your passion for numbers show up in your performance in the state math competition and your summer job at the computer store? Was basketball about sports or about friendships? When else have you stuck it out in order to be with people who matter to you?

Writing the Draft

There are three basic essay styles you should consider:

- **Standard Essay**
Take two or three points from your self-outline, commit a paragraph to each, and make sure you provide plenty of evidence. Choose things not apparent from the rest of your application or "light up" some of the activities and experiences listed there.
- **Less-Is-More Essay**
In this format, you focus on a single interesting fact about yourself. It works well for brief essays of a paragraph or half a page.
- **Narrative Essay**
A narrative essay tells a short, vivid story. Omit the introduction; write one or two narrative paragraphs that grab and engage the reader's attention, then explain what this little tale reveals about you.

T- Chart Brainstorm

(Credit: Megan Miller)

What is the purpose of your college essay? Sure, the obvious answer is “to get you into college.” But the underlying answer is this: the purpose of your essay is to demonstrate something important about who you are in an engaging way. Often, the best way to do this is through a story that **SHOWS**, rather than **TELLS**. Use the chart below to brainstorm topics for your essay.

| Qualities: what character traits do you have that you want the admissions officers to know about you? | Stories: What stories from your life can provide evidence of those qualities? Remember that your story doesn't have to be dramatic; it just has to SHOW something about you as a person! |
|--|--|
| | |

“Warming Up” (The Obsession List exercise)

From Harry Bauld’s *On Writing the College Admissions Essay*

(PDF link [here](#))

Directions: Please fill out this list of items as quickly as you can. You want to be specific but you also want to just jot down the first thing that comes to mind in response. (DO NOT need complete sentences)

- a smell
- a word
- a day of the week
- a daily ritual
- a skill or talent you do NOT possess
- a sound
- a recurring dream
- a one-time dream
- something about your name
- something a friend once said
- something you wish you had said but didn’t
- something you said you wish you hadn’t
- an ongoing or unresolved argument with someone
- your favorite cuss word
- something natural
- a building
- a piece of art
- an accident
- something you read
- a song
- an image from the internet
- a piece of dialogue from a movie
- an animal
- a weakness
- someone who scared you when you were young
- a metaphor
- a cliché
- something about money
- something you can’t wait for
- something about love
- something about elementary school
- something about food
- a small fear
- a massive fear
- something about fire
- something about water
- something you misunderstood for a long time
- an obsession

Editing Exercises

Hooking Your Reader

Opening Lines

(Credit: Lianna Bessette)

Directions: The following are opening sentences from college essays written by my students from last year. Consider whether or not these openings hook you as a reader. Discuss the benefits and drawbacks of starting with each of these sentences. Be critical, but please be respectful! Even though no one in your class wrote these particular intros, they may have written similar ones.

Note: I have removed some identifying information and replaced it with generic words in brackets.

1. I have always been a stubborn child.
 - a. Is this a good intro? _____
 - b. Why or why not?
2. An event that helped change me from a young teen to an adult happened two years ago.
 - a. Is this a good intro? _____
 - b. Why or why not?
3. Hearing the smooth melody of “Baker Street” or the styled transitions of the great swing bands for the first time in third grade brought music to my attention.
 - a. Is this a good intro? _____
 - b. Why or why not?
4. I am the youngest child out of 3, my brother [name] is [age] and my sister [name] is [age].
 - a. Is this a good intro? _____
 - b. Why or why not?
5. Cancer affects roughly 13 million people in the United States alone.
 - a. Is this a good intro? _____
 - b. Why or why not?
6. I started playing [sport] when I was still a toddler, soon after taking my first steps.
 - a. Is this a good intro? _____
 - b. Why or why not?
7. One year ago, I skipped my stepmother’s birthday.
 - a. Is this a good intro? _____
 - b. Why or why not?
8. In Vermont, it’s more than likely that one will find themselves on a small road, twisting and turning through fields and forests before reaching where one needs to go.
 - a. Is this a good intro? _____
 - b. Why or why not?

Famous Introductions

Opening Lines

(Credit: Lianna Bessette)

Directions: Even though you are writing a much shorter narrative than the books listed here, you should be thinking about your personal essay in terms of storytelling; the personal essay is not just an excuse to write about yourself but also an opportunity to share your writing skill. The following are opening lines to famous books, both fictional and nonfictional. Read them and consider: Which ones make you want to keep reading? What are those authors doing? Can you apply those strategies to your own essay?

1. "It was a pleasure to burn." — Ray Bradbury, *Fahrenheit 451*
 - a. Is this a good intro? _____
 - b. Why or why not?
2. "It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife." — Jane Austen, *Pride and Prejudice*
 - a. Is this a good intro? _____
 - b. Why or why not?
3. "First lieutenant Jimmy Cross carried letters from a girl named Martha, a junior at Mount Sebastian College in New Jersey. They were not love letters, but Lieutenant Cross was hoping, so he kept them folded in plastic at the bottom of his rucksack. In the late afternoon, after a day's march, he would dig his foxhole, wash his hands under a canteen, unwrap the letters, hold them with the tips of his fingers, and spend the last hour of light pretending." — Tim O'Brien, *The Things They Carried*
 - a. Is this a good intro? _____
 - b. Why or why not?
4. "I was sitting in a taxi, wondering if I had overdressed for the evening, when I looked out the window and saw Mom rooting through a Dumpster." — Jeannette Walls, *The Glass Castle*
 - a. Is this a good intro? _____
 - b. Why or why not?
5. "Call me Ishmael. Some years ago—never mind how long precisely—having little or no money in my purse, and nothing particular to interest me on shore, I thought I would sail about a little and see the watery part of the world." — Herman Melville, *Moby Dick*
 - a. Is this a good intro? _____
 - b. Why or why not?
6. "We slept in what had once been the gymnasium." — Margaret Atwood, *The Handmaid's Tale*
 - a. Is this a good intro? _____
 - b. Why or why not?



Trim the Fat!

An exercise in conciseness

(Credit: Lauren Geiger, Harry Bauld's *On Writing the College Application Essay*)

Examine the following sentences and see if you can figure out a way to clean them up and make them more concise, direct, and free of "fat."

Ex:

Fatty sentence: Uncle Nathan is someone who cares only about fly fishing.

Trim sentence: Uncle Nathan cares only about fly fishing.

Notice how the changes are simple yet make for a cleaner finish.

Try the next few keeping in mind the objective: do not just summarize or cut things arbitrarily rather, **TIGHTEN** it up!

Todd had a dog which he took on long walks.

What Betty hoped was that the president would admit a mistake.

There were geese swimming in the pond.

It is the love of fly fishing that keeps Uncle Nathan going.

At the end of the play the audience groaned.

The thing I'm interested in is science.

Fifty years ago, athletes expected to play before adoring crowds.

In a telephone survey it was shown that there is little support secret operations.

My brother is an honest person. That's a quality I respect in him.

In the scene it was proved that Gatsby was innocent.

Now, take on this fat-laced paragraph!

A piano is a temperamental thing. The unpredictable nature of this instrument is apparent to anyone who has an old one, as we do. My mom's big upright has good days, when it sounds like a concert grand. It also has bad days, when the keys become stiff or sticky as a result of slight changes in humidity, and it never quite acts the same under different conditions. It's often as stubborn as a mule. When the temperature is colder, the tone has a harder character than when it is warm. At these times it makes sounds more like something being tortured.

Punch It Up!

Adding descriptive detail

(Credit: Tim Marten)

We are going to try our hand at adding a reasonable amount of detail to some attenuated writing. Here is a paragraph lacking descriptors, followed by the same story with detail added. Notice the difference.

First try:

I turned the corner. I noticed a car coming at me. It looked like the same car I saw before, with the same driver. I dove to the pavement just in time to avoid getting shot. As I stood and brushed myself off, a bystander approached. She said she had been waiting outside my office, and recognized me from when my picture was in the paper. Was I hurt, she wanted to know. I looked at her and let my expression say it all. We went up to my office to discuss her case. When the phone rang, I answered it and wasn't happy with the voice on the other end. It was a man's voice, saying that it was too bad I was still answering phones, 'cause that meant he's not as reliable a shot as he used to be. I was annoyed by the call; I hung up on him and turned to the woman and told her I'd take the case.

Second try:

I turned the corner at Sunset and Vine. The late afternoon sun was reflecting off the windows at eye level, suffusing Los Angeles with a dreamlike, orange glow. I had just stepped into the road when a black Packard lunged out of a parking place in front of my building and hurtled in my direction. In the moment of stillness before I dove for the sidewalk, it occurred to me that I had seen that car — and the gunslinger in the grey, low-brimmed fedora sitting behind the wheel — before, and recently. As I hit the pavement, two bullets slammed into the stone facade of 309 Sunset Boulevard, permanently disfiguring the front of the building I called my professional home.

After the car screeched around a corner to disappear, I raised myself slowly off the hot cement, and brushed off my Marelli Brothers suit. Marcello would kill me if I ever showed up with another one of his suits with a bullet hole in it; bad for the company name, he says. I figured I'd let this one ride, maybe take it to Lucy's around the corner; see if she could dry-clean the gravel out of it.

A husky voice asking my name turned my attention back to business. Her red hair was tousled around a pale, elegant face, creased at the moment by worry. She recognized me from my picture in the *Times* last week, she said; was I hurt? Grunting noncommittally, I took her expensively-tailored elbow and led her toward the elevator. Pops ran us up to the sixth floor, worrying out loud about the automatic elevator the management company was considering installing.

When we got to my office, before I could even pour myself a bourbon, the phone started ringing. The gruff voice on the other end said it was too bad I was still answering phones, 'cause that meant he's not as good with his .45 as he used to be. We'll meet again, he said, unless I don't take the redhead's case, and he'll be improving his aim in the meantime. He chuckled before he hung up, and the hum of the dial tone harmonized with my growl as I let my annoyance breathe. I can take a joke with the best of them, but this was too much; that suit was brand new. I turned to the redhead and told her I'd take her case.

What does the addition of detail do to a narrative? How are effects achieved through the use of detail? Does adding detail *necessarily* mean adding adjectives, or are there other ways to add detail?

Now it's your turn! Below, or on a separate piece of paper, revise the following paragraph, adding details to make it a more engaging story.

When I was fifteen, my family drove across the country. We got into our car and left one morning. The car was full of stuff. My family and I got along fine, except for that time in the midwest when something happened. When we saw those national parks, we were really impressed. My brother got good at building campfires, and my folks got good at putting up the tent. I got good at watching them do those things. We spent a lot of time in the car. My iPhone kept losing power, and the music on the radio wasn't great, so I just stared out the window most of the time. The midwest is so big that it feels like it never ends. My favorite part of the trip was in Wyoming; go figure. It was there that we met a man whose great-great-great-grandfather had known Wild Bill Hickok in Abilene, Kansas, before he got famous. In California, we saw a lot of beautiful sights and went to a few boring museums. We swam in the water, and saw a movie star on the beach once. Overall, it was a fun trip, but I'm glad I'm not a trucker; those highways go on forever.

Let the “I”s Have It!

Adding sentence variety

(Credit: Tim Marten)

We recently read an excerpt from Harry Bauld’s book, in which he describes the admissions officer who simply throws out essays when they contain too many sentences beginning with “I.” But what is the college aspirant to do, when the essay prompt is to literally write about him- or herself? How can one avoid using too many “I”s? The answer is **sentence variety**. Employ clauses, prepositional phrases and participial phrases to break up or remove the constant references to yourself. Below is a short paragraph, written intentionally awkwardly, followed by a revised version. What has changed?

First try:

I have been obsessed with fly-fishing my whole life. I began fishing when I was very young. I grew up in Montana, near the Whatchamacallit River. I would go stand on the bank of the river after school, wishing I had my own fly reel. When I was eight, my birthday present from my step-dad was a reel of my own. I was finally going to try my hand! I was nervous at first, since the river water moves very fast, but I was in the able hands of my step-dad and brother. I cast awkwardly at first, but then I realized that a narrower focus helped, and I began casting in a smaller range. I caught my first trout that day, only to let him go. I learned some valuable lessons that day about perseverance and empathy.

Second try:

I have been obsessed with fly-fishing my entire life; many of my earliest memories have as their backdrop the shimmering play of summer sunlight on broken water. I grew up in Montana, near the Whatchamacallit River, on whose banks I would linger after school, wishing for the means to join my friends as they stepped into the clear mountain water, reels resting on their shoulders. It wasn’t until I turned eight that I could join them.

That year, a bonus at work enabled my stepfather to buy me a fly reel of my own for my birthday. The next day after school, in the reassuring presence of my brother and step-dad, I stepped into the rushing river for the first time.

My casting was awkward and unsuccessful at first, nervous as I was, but as my focus narrowed, I gained more control, until I could *read* the river with my eyes closed, by sweeping my line through the shifting runnels and rivulets.

I caught my first trout that day, and, after thanking him for his gullibility, gently released him back into the water. I learned valuable lessons about life that bright autumn day: Don’t cast too wide, be grateful when others help you out, and always let the ones who didn’t choose to be with you go.

Okay. What’s different between the two versions? Jot down some observations below.

Now it’s your turn! Revise the following paragraph, using any of the techniques/changes you observed on the opposite side of this page.



I never understood the lure of foreign languages, until the Antals moved in next door. I was ten when they moved in. I hadn't had any contact with people from other places before that. I still might not have given it much thought, except that there was a ten year old girl named Rubia in that family. I spent most of my time trading baseball cards with my friends. I was sure that the Red Sox were going to make it to the World Series that year. I talked about it all the time, how Bill Buckner was such a great first baseman that he would surely help the team make it all the way. I was so enthusiastic in my opinions that apparently Rubia became curious. Our back porches were only a dozen feet away from each other, after all. I was surprised when she first came over. I hadn't really noticed her before. Rubia's English wasn't great, and I didn't even know where Hungary was, let alone how to speak the language, so my brilliant explanations of baseball's subtle rules went misunderstood. I began to teach myself Hungarian, just so Rubia would understand the difference between a splitter and a knuckleball. I quickly learned that there's more to learning a new language than a few new words and elaborate hand signals. I might not have stuck to it, but for Rubia's smile and dark brown hair. Now I'm glad I did, since my fluency in Hungarian has made me the exclusive translator of Hungary's hottest young novelist. Her name? Yup. Rubia Antal.

Okay, get rid of some of those "I"s! Use the space below to revise the paragraph above for rhythm.

Ending with a Bang

Concluding sentences with impact

(Credit: Lianna Bessette)

Directions: The following are closing sentences from some of your college essays (pulled from both my C and D block classes). Consider whether or not these closings (taken out of context, I recognize) leave you satisfied as a reader. Discuss the benefits and drawbacks of ending with each of these sentences. Be critical, but please be respectful, as students in this class wrote some of these sentences!

Note: I have removed some identifying information and replaced it with generic words in brackets. Please respect your classmates' anonymity and don't try to figure out who wrote each sentence!

1. I have learned to live with it and I have learned to not let it define me.
2. [Activity] are going to be a part of my life no matter where I end up. My passion for [activity] is a phase I won't ever grow out of.
3. While [name of class] may be just another class for most people, for me, it is much more than that.
4. I'm always excited to progress forward and travel the beautiful and deep ocean of life.
5. The work [teacher] did with me changed the course of my learning for the better, and by that changed the course of my life.
6. Filled with promise, optimism and the hopes of making a difference, I am ready to prove myself worthy of the many lessons I have learned.
7. [Sport] has made me the person who I am today and taught me more about myself than I ever knew.
8. With these valuable lessons, I will be able to get much farther in life and have a much better experience in school, work, and life in general.

Advice from Experts

Strategies for Writing a Good College Essay

Some sage advice from admissions officers...

(Credit: Kevin Richardson)

What Can Make an Essay Flop?

"Remember, it's not an English paper," says Matthew Swanson, assistant director of admissions at Williams College. "It should be written in a voice that is your own, which means it can have its own syntax (arrangement of words) and structure and need not be something you would turn in as a paper in school. Use it as an opportunity to expand the admission officer's sense of who you are, rather than reiterate what has been seen in the application already."

Admissions Officers Find this Boring...

Amherst: Students playing the college application process too safely . . . it's refreshing to see a kid being themselves - you don't have to climb Mount Kenya . . . as long as it's sincere.

New College: It's pretty dreary to read an essay on a "hot topic" that does little more than restate the obvious arguments.

Wellesley: I don't want to see a laundry list of extracurricular activities-the information from the third page of the Common Application. It does not help to receive this list. Take one or two activities from this list and explain why they're important. Take that next step. Simply listing activities is not enough.

Williams: Essays that aren't very curious. Essays that rely too heavily on humor, particularly, puns and jokes I've heard before. Funny essays can be quite effective, but only if there's substance below the cleverness.

Yale: Superficiality. There are many students who, for whatever reason, do not go beyond the superficial. They'll tell us what they've been doing [and] keep it fact-based. But they don't get it to a reflective level.

Admissions Officers Hate to See...

Middlebury: Individual admissions officers would respond differently to this, but we all seem to agree that any essay focusing on a boyfriend or girlfriend, no matter how well written, is a very poor choice. The use of profanity, even for "effect" may be viewed as reflecting poor judgment. We don't expect perfection when it comes to grammar, but careless mistakes, especially misspelled words, suggest that students may not be putting much effort into their applications.

Johns Hopkins: There are two things that I see regularly, two "lines" that are crossed. (1) Ideological issues are best left aside. An applicant who gets too much into specific political issues just might be thrusting these views on someone who disagrees, and then [the reader] has to work at remaining objective. We train our staff to take students on their own terms, but we're all human. I don't see why an

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applicant would test the waters. (2) Sometimes students come across as immature. Showing a sense of humor is great, but don't use humor in your college application that you wouldn't use with your parents!

Wellesley: We're looking for maturity. Some students think that in order to stand out they need to shock us. We call it the Oprah effect. They shouldn't tell us everything. Overcoming adversity with grace is great, but sometimes retelling a horrific story leaves the committee hanging. Students should sift through their experiences and ask themselves whether the admissions committee needs to hear about this. We're looking for readiness to enter college and intellectual curiosity.

“Interview with an Admissions Officer”

(PDF link [here](#))

“Danger: Sleepy Prose Ahead”

Harry Bauld's *On Writing the College Admission Essay*

(PDF link [here](#))



It's not what you say, it's how you say it.

(Credit: Kevin Richardson)

If I were to encourage you to consider just one thing while writing your college essay, it would be this: tell a story; don't write an essay or data sheet about yourself. If you simply tell admissions officers who you are instead of showing them who you are, you will simply be a name among the hundreds of names that pass over their desk, instead of the person behind the name. Also, the best storyteller isn't the person with the best story. The best storyteller is the person with the best ability to reconstruct that story *creatively*. Consider the following essay hooks as you construct your own. They may not be perfect, but they are noteworthy, nonetheless.

I sat down on a rickety, deteriorating bench to talk to a young girl only a few years younger than me. She raised her head meekly - a sign I took for loneliness. We exchanged quiet greetings, then...

There's a lot to be learned from a block of wood sitting on a tree stump waiting for an axe to fall, especially if the axe never makes it there and instead finds its way into your foot.

I have always wanted to take his picture there in rehearsal, when he stands in the middle of a semicircle of upturned eyes and open mouths, grandiosely waving his endless arms as though here were swimming through the music.

Essay Hooks

(Credit: Kevin Richardson, Harry Bauld)

The Anecdote

Probably the most common beginning for an essay. A story or a snippet of dialogue is an extremely effective lead - as long as it bears on your topic. One girl began an essay about her father, "Every Sunday I wake up to a 1940s Prell Shampoo jingle sung in falsetto by a short, wiry balding intellectual. My dad is a nut.' Watch for anecdotal lead in newspaper feature and magazine stories, and pay attention to how they work.

The Why? Lead

When the reader asks Why? In response to your lead, you're in business. "I try to live reasonable in the modern world, but it gets harder and harder." Why? In another of his essays, George Orwell begins, "In Moulmein, in Lower Burma, I was hated by large number of people - the only time in my life that I have been important enough for this to happen to me." Why?

The Paradox

The only sound worth hearing is silence. A paradox is an apparent contradiction that is somehow true. Once you get in the habit, these will come easily, and they are very stimulating to your essay writing (and thought!) and a great way to begin. *Nothing is more serious than humor. The most practical thing you can do is dream. It is difficult to tell the truth with facts. Intelligence is the one thing IQ tests do not measure.*

The Shocker

For instance, "I do some of my best thinking in the bathroom" (p. 141). Nobody could pass up the rest of that essay. It's good to startle readers now and then. "I grew up a killer", might begin a light story of becoming a vegetarian. But the Shocker is not simply any wild or fanciful statement; abused, it's just another tabloid headline. A good one steers a reader to the main idea of the essay. Use it like the loaded weapon it is, with care.

The Curmudgeon

A curmudgeon is a contrary person; the Curmudgeon lead is ornery, sometimes a paradox. "*Moby-Dick* may be a great book, but it is not a good book." You can skewer an immense number of conventional ideas if you're good at the Curmudgeon lead. Here's one by G.K. Chesterton (from around 1907): "I have no sympathy with international aggression when it is taken seriously, but I have a certain dark and wild sympathy when it is quite absurd." It doesn't have to be a paradox, though, as this lead from H.L. Mencken (curmudgeon of all curmudgeons) shows: "No man ever quite believes in any other man."

The Split

You can divide people or things into a few simple types. "There are those who have faith in man-made things and those who do not," wrote Ellen Goodman (p.153). Ada Louise Huxtable began an article called "Modern-Life Battle: Conquering Clutter," with this: "There are two kind of people in the world - those

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who have the horror of a vacuum and those with a horror of the things that fill it.” Both writers may have been thinking of Charles Lamb's lead (almost 160 years ago): “The human species, according to the best theory I can form of it, is composed of two distinct races, the men who borrow, and the men who lend.” It's a good device for a light essay. But always stay close to your own experience. The whole point of beginning this way is that you, too, fall into one of the categories, usually the apparently inferior one.

The Confession

The Confession lead is not *really* confessional - the aim isn't to reveal intimate details from a sense of guilt. You're trying to entertain, remember. “I do some of my best thinking in the bathroom” is a Confession and a Shocker both. What makes the Confession lead effective is the honesty of the observation. By opening up a subject that you know other people - in Owen's case, people his age or older - recognize but don't talk to you, you take the reader into your confidence

College Essay Checklist

(Credit: Kevin Richardson)

If your essay... (check all that apply)

- ☐ plays it too safely (in other words, you intentionally choose a topic that you know will not offend, insult, or simply bore the admissions officer)
- ☐ is about a “hot topic”, but does little more than restate the obvious
- ☐ is an extension of your “laundry list” of extracurricular activities
- ☐ relies too heavily on humor
- ☐ is lacking substance (superficial) and not really reflective
- ☐ is focused on your girlfriend or boyfriend
- ☐ includes profanity (for effect or otherwise)
- ☐ insultingly political (in other words, you express your political beliefs in such a way that it might be considered offensive to the admissions officer)
- ☐ is written like an English paper
- ☐ contains grammatical and/or spelling errors

then you should probably revise your work.

If your essay...

- ☐ is concise, specific, personal, and honest
- ☐ includes an anecdote
- ☐ is written in your own unique voice
- ☐ is creative, rather than formulaic
- ☐ uses wit sparingly
- ☐ draws on one or two activities/events from your extracurricular activities sheet (without overdoing it)

then you have probably written a good essay. Congratulations!

Rubrics

| Criteria | Exceeds Expectations | Successful Demonstration | Emerging Understanding | Needs Practice |
|-----------------------------|---|---|--|---|
| Hook | Essay immediately engages the reader, enticing them to read further. | Essay eventually engages the reader, enticing them to read further, but may take a little too long to get the reader's attention OR The hook may need to be edited in order to more fully engage the reader. | Essay engages the reader too late, but still manages to hold the reader's attention. | Essay does not engage the reader. |
| Personal Information | Essay conveys information about the applicant without repeating the information from the extracurricular sheet verbatim. Writer appropriately balances modesty and self-advocacy. | Essay conveys information about the applicant, but occasionally repeats the information from the extracurricular sheet. Consequently, the applicant seems to be "re-listing" their accomplishments. Writer may be over-representing themselves. | Essay conveys information about the applicant, but often repeats the information from the extracurricular sheet. Writer is over-representing themselves and may appear to be overly boastful to admissions officers. OR Essay does not convey enough information about the applicant. | Essay repeats the information from the extracurricular sheet. Writer is over-representing themselves. OR Essay does not present enough personal information. |
| Voice/Style | Writing demonstrates a knowledgeable, enthusiastic, and confident voice. The writer expresses their unique personality and effectively captures the reader's attention through their style. | Writing generally demonstrates a knowledgeable, enthusiastic, and confident voice. The writer expresses their unique personality and often captures the reader's attention, but struggles to distinguish themselves from other writers. | Writing occasionally demonstrates a knowledgeable, enthusiastic, and confident voice. The writer attempts to express their unique personality and capture the reader's attention, but frequently struggles to distinguish themselves from other writers. | The writer does not express their unique personality or capture the reader's attention. |
| Sentence Fluency | Writer effectively varies sentence structure in order to spark interest. Sentences are informative, grammatically correct and creatively constructed. | Writer <u>generally</u> varies sentence structure in order to spark interest; however, writing occasionally lacks creativity and/or is not grammatically correct. | Writer attempts to vary sentence structure in order to spark interest, but occasionally falls short. Sentences do not exhibit creativity and are often grammatically inaccurate. | Writer does not attempt to vary sentence structure. |
| Approach | Topic is unique or the means by which the topic is presented is unique. Essay stands out among other essays. | Topic or the means by which the topic is presented is unique, but the writer may need to do more work to help it stand out among other essays. | Topic or the means by which the topic is presented could be unique if the author were to spend more time developing ideas, images, or subject matter. | Topic or the means by which the topic is presented is not unique. |
| Creativity | Writing creatively communicates the writer's ideas such that the piece reads more like a well-written narrative than a formulaic essay. | Writing is <u>generally</u> creative, but occasionally lapses into a formulaic style. Overall, the piece reads like a narrative. | Writing is <u>marginally</u> creative, and <u>often</u> lapses into a formulaic style. Overall, the piece reads more like an essay than a narrative. OR Writing is potentially creative, but some issues need to be addressed before it is submitted to colleges and/or universities. | Writing lacks creativity. |

| | Excellent! Fantastic! Amazing! | This is pretty good! | Doing okay, but needs some work | This area needs a lot of attention - feel free to come for help |
|--|--------------------------------------|-------------------------|---------------------------------------|--|
| Purpose: The essay effectively accomplishes the goal of the college essay/ personal statement: it reveals something important and interesting about the author. The essay effectively and creatively incorporates <i>reflection</i> and information about the author. | | | | |
| Organization: There is a logical construction of ideas and paragraphs throughout the essay. Ideas flow well, and there is a good ratio of <i>story</i> to <i>reflection</i> . | | | | |
| Style and Voice: Writing demonstrates a knowledgeable, enthusiastic, and confident voice. The language of the essay reveals the personality of the author, and the writing is interesting, engaging, and smooth. Essay SHOWS rather than TELLS. | | | | |
| Creativity/ Engagement: The essay engages the reader with a unique story or angle. There are no cliches, and the essay's topic is extremely interesting to read about. The essay engages the reader from the very beginning and hooks the reader in quickly. | | | | |
| Grammar/ Mechanics/ Format/ Word Count if applicable | | | | |

Sample Essays

Prompt: Any topic.

In 1979 we moved to New York. Only then did I realize why I had spent the first twelve years of my life not fitting in. I was born in Tumalo, Oregon, literally a one-way street town west of the Cascade Mountains in Oregon's "Dry Country." The people of Tumalo lived here because they had always lived there. Many of them didn't have the imagination or means to move.

My dad, on the other hand, did have the imagination and the means. A rebellious painter, he had fled an eastern society upbringing for the "real-people" in Oregon and set up a studio there—a loft with white walls, wooden floors and plenty of light—where he played the guitar and painted what the townspeople called "that queer modern art." Everybody else wore a cowboy hat, plowed fields, trained horses, and baled hay during the week; on weekends, they rode bucking broncos.

My parents liked it there, but I knew early on that we weren't really part of things in Tumalo. I didn't milk a cow until my best friend, who woke to that chore every day, showed me how. I never did learn how to gather eggs or cream butter or ride horses, because I was too embarrassed to try something for the first time that all the other kids knew how to do from birth. I began to wonder why we didn't have cows to milk and horses to ride instead of books to read and oil paints and canvas to play with.

Kids need to fit in, and I did what I could. I remember strutting desperately around the rodeo grounds in my cowboy boots and jeans, happy and dusty from the powdery earth, guzzling an Orange Crush. In my memory I can still feel the cool lip of the bottle against my teeth and the sweet liquid. "At least I look like a cowgirl," I thought. A voice crackled out of the loudspeaker announcing the best barrel rider and the best calf; I went over to the arena and cheered with my friend as her father came charging out of the pen on a white Palomino, right on the tail of a small black goat. I wanted *my* father to rope a goat from horseback, knock it to the ground, tie its four legs together faster than anybody else, then tip his Stetson to the crowd, spit some tobacco juice and cowboy-walk out of the arena.

I wanted more from my mother, too. It took me a long time to forgive her for my lunches. Little did she know the ordeal I went through every day with my daily cargo of ethnic foods and brown bread and organic peanut-butter sandwiches and carrots and celery; she refused to buy Wonder Bread and Twinkies. Every day in the lunchroom at Tumalo Elementary, I threw it all away without even taking it out of the bag.

My dad just wasn't going to be a cowboy, and my mother wasn't a cowboy's wife. They were Wellesley and Princeton graduates who wanted a simple life. But I don't think they realized what being different did to me. As adults, they could handle it and appreciate it. But I was the one who didn't have a heifer to enter in the 4-H competition.

I understand now what my parents wanted—the peace, the country, the howls of the coyotes at night, the absence of cocktail parties, a place where they could wear jeans and old work boots all week and didn't have to be social and send Christmas cards to business associates. I can appreciate all that now, but I was still glad when we moved to 112th Street and Broadway in a town where my friends—like me—ate souvlaki, kasha, bagels, and tofu, and where modern art has a whole museum.

Prompt: Any topic.

There is nothing that can prepare you to meet a future stepmother. One night my dad told me he wanted to take me out to dinner with a “special friend” of his. When Dad pulled up in the car, I was surprised because dinner with Dad usually meant a walk around the corner to Al Buon Gusto for pizza or spaghetti, or sometimes to Hunan Park for egg rolls and lo mein. “Oh,” I thought, standing at the curb and seeing a sweep of red hair occupying my usual seat in the Olds, “a *special* friend.”

“Liz,” he beamed, “THIS is EVELYN!” It was dark in the car and I couldn’t see her distinctly. Just as well...I was embarrassed by his enthusiasm. I knew he had girlfriends, but I had never been asked to meet one before. Special Friend. “Special” buzzed through my head like a dentist’s drill.

We went to a chi-chi restaurant—exposed bricks, hanging plants, sawdust on the floor. Waiting for a table, we got our first good look at each other. She was what the fashion magazines call “petite.” She had tiny, delicate features, bright auburn hair in a TW starlet’s coif, and ten perfectly manicured nails painted passionate pink. At six feet, I’m used to feeling taller than other women but this was ridiculous. Her painfully high heels brought her up only to my shoulder and the longer we stood waiting for a table the bigger and clumsier I felt.

I had nothing to say to her...to them. I slouched against the brick wall eating peanuts from the bar, avoiding small talk, and cringed when Dad abandoned us to check on our table. We tried to talk.

“Oh, look, Liz,” she said. “There’s sawdust on the floor; that’s such a special touch. Your dad is amazing to find such a gem in this kind of neighborhood.”

She oozed compliments about how “special” it was for a girl to be six feet tall. “I envy big girls like you who can just wear anything.” Her compliments only made me feel more like a mountain. I wanted to sink into a hole and escape.

It felt like Dad had been gone ten years, but finally he returned and the waiter found us a table in the corner. I sat like a zombie while they tried desperately to include me in their conversation. Dad encouraged me to talk about a past summer at a tennis camp. I guess he thought that would be a subject Evelyn and I could discuss. “Evelyn is such a wonderful little tennis player,” he said.

Talking to people, especially unfamiliar or difficult people, is usually stimulating, but it was a struggle with Evelyn. Maybe one reason was the way they turned their names into a rhyme—she called him “Kev,” and he called her “Ev.”

“Ev,” I discovered over dessert, had a talent for talking, not just dressing, in clichés. Everything was “special.” “This is a really special place,” she would say. Or, “You’re a very special person.” Or, “This is such a special evening.”

They got married a little over a year ago. My dad seems very happy, so since then I’ve been working on my tolerance. It isn’t always easy. I’m their most frequent dinner guest and movie companion, but I still can’t help cringing a little when I hear the word “special.”

Prompt: Comment on an experience that helped you discern or define a value you hold.

In the primaries of the presidential election in 1984, Rev. Jesse Jackson ran for the Democratic nomination without the backing of major party officials. But, even knowing his efforts would be in vain, Jackson continued to make his voice heard.

While high school elections may not have the wide significance of national primaries, I believe I encountered a similar situation this fall running for Student Body President without the backing of the most popular seniors. Although the outcome of that election was a setback, the gratification I received from defending my beliefs make the attempt worthwhile.

From the start I planned a campaign that would focus on issues, not personalities. Also, unlike the other two candidates, I had little support and thus had to design and execute campaign posters, slogans, and my platform without assistance. These tasks were time-consuming and forced me to adopt a more organized and self-disciplined manner in order to continue to achieve my goals: first, to enhance the atmosphere of the school through public awareness of issues; and second, to impact the maximum audience with my concepts.

Though the election was destined to become simply a popularity contest, I was determined to stand by my convictions. When one of the individuals involved in the election refused to enter into a debate with me on key issues, I wrote a letter which was published in the town newspaper. Many of my peers disagreed with this action and with my views, but my primary concern was to stimulate discussion and make it evident I was a serious candidate. I believe I accomplished this purpose in the face of considerable opposition.

A few students did express their agreement with my positions, but there was great pressure throughout the campaign to make empty promises of improved social life or a more forceful stance on the part of students toward the administration. I knew that my stressing more constructive issues cost me much support; one or two of my friends wondered why I spent so much time in organizational and promotional efforts if I wasn't trying to win votes. I certainly wanted the support of my peers, but I could only tell them that I had to say what I thought was right, regardless of outcome.

Though my campaign was unsuccessful and often frustrating, I learned a great deal from it, perhaps more than if I'd won. I found that in terms of self motivation I am capable of an inner strength that allows me to accomplish my goals, even while I'm facing difficulties and anxieties. Even more crucial was an understanding of the value of sticking to one's beliefs, even if they are not shared by a majority. Afterward, I could look back with pride on the positions I represented.

It's possible that someday I may have to take other unpopular positions, but I can look forward to such a situation, knowing I can maintain my integrity in the face of peer pressure.

Prompt: Describe a problem you've solved or a problem you'd like to solve. It can be an intellectual challenge, a research query, an ethical dilemma-anything that is of personal importance, no matter the scale. Explain its significance to you and what steps you took or could be taken to identify a solution.

If there is one thing I have learned in my many culinary ventures, it is that cooking unfailingly produces chaos. Over the course of the last few years, I have dented a sugar shaker, burned 13 ounces of chocolate, set a falafel wrapper on fire, crystallized an entire batch of fudge, and filled the kitchen with smoke more times that I can count. I have produced éclairs nearly burnt to a crisp, and crumb crusts all but fused to the pan. One would imagine that by now I've learned my lesson, and stayed well away from any kind of stove or microwave or cookie sheet. And yet, on a bright August morning, I found myself scooping up two trays of half-baked French Macarons and dumping them into the trash.

Yanked from an overheated oven, the cookies were browned on the outside, raw on the inside, and still piping hot, nearly burning my fingers as I swept them off the cookie sheet. Though tears stung my eyes, my regrets were limited. In truth, these cookies had been doomed before I'd even put them in the oven. Hasty piping on my part has meant that many were misshapen, or too close together, or both, resulting in strangely-shaped mutant confections: truly a monstrous crime against the fine art of baking.

This wasn't the first time I'd made French Macarons. My first batch was entirely too dense, and the flawed filling recipe resulted in chunks of butter between two dubiously circular cookies. My second attempt earned me an A in Culinary Arts, but slightly salty buttercream meant the whole sandwich tasted a bit off. This third batch was meant to be a bold venture into the unknown, using chocolate ganache in hopes that it would solve my filling woes. That one, of course, now lay crushed in a trash can, among discarded wrappers and cherry pits.

With yet another culinary mishap, one would think I'd move on from the project, or at least take a break. And yet, I could not escape the siren song of the French Macaron. They were a challenge even for experienced bakers, toeing the line between cookie and pastry. Too much mixing and the batter would fall flat; not enough and the ingredients wouldn't combine. Filling had to be the perfect density - it couldn't melt from between the cookies, but it couldn't be so stiff as to crush them either. A well-made macaron was sweet without being overwhelming, small and dainty but not leaving the consumer feeling unfulfilled. There was something almost miraculous about it - the idea that I could generate such pastel perfection all on my own, despite my calamitous culinary record. Thus, a mere few days later, I found myself in the kitchen once again, determined to get the recipe right.

I measured each ingredient carefully, but also daringly add a few spoonfuls of cocoa powder - which wasn't part of the original recipe. I witnessed the magic of hot cream seamlessly blending into chocolate, and with the guidance of my mother added a few extra ounces of semisweet chips to achieve the right flavor. And though I exhibited great caution in spacing cookies out on their trays, I also took liberties with how big I made them.

The resulting macarons were not perfect. In retrospect, I would have done things differently - piped smaller circles, made lighter filling, adjusted the amount of cocoa powder. But I also see that batch of cookies - and its predecessors - as simply another step in an unknowably long process. One day, perhaps, I will truly be able to say that I have mastered the French Macaron, and as people eat them they

will laugh disbelievingly when I recount all my past cooking failures. But until then I will be in the kitchen, piping out yet another row of pastel circles, each one a little more perfect than the last.

Prompt: Describe a situation where your values or beliefs were challenged. How did you react?

Hanging above a simple Chinese alter in my living room is a faded picture of a slumbering baby. When I was eight years old, I asked my mother the infant's identity. A strange look passed over her face, as though she were debating the wisdom of answering me. After a moment, she took my hand and said in a serious tone, "That is your brother Victor." I laughed playfully at what I thought was a joke, exclaiming, "No, mommy, I don't have a brother!" But the sadness with which she responded, stating "He died when he was a baby," convinced me it was true.

The shock of this revelation at such a tender age affected me as nothing ever would again. "My brother?" I repeated to myself. "I had a brother?" My confusion was profound; everything I knew about my little world was shattered, torn as ragged as the edges of the baby's photo. From that point onwards, my life changed dramatically. Reality replaced the simplicity of my former, carefree days, and thrust me into an adult world of sadness and pain. How could life be so unfair? What could a little baby have done to deserve this? I couldn't answer these questions, which made me feel helpless and frustrated. At that age, comprehending death was a monumental task. I had only been exposed to it on television, with fictional characters I did not know. I never understood until that moment the finality of dying. I would never know my brother, or play with him, or even look into his eyes. The pain this caused within me has not lost its intensity to this day, and it never will. A wave of sadness always breaks over me when I think of him--even as I write these lines.

I had always longed for a brother, even before I learned my mother's secret. An older brother to guide me and be my companion would have been a blessing. When I learned of my lost opportunity, I felt cheated. My entire life would be empty without Victor there to share it with me. There would always be something missing. For many years, I thought I would never escape the devastation of his death.

Five years ago, however, a miracle took place. My half sister Rebecca came into this world. I cannot explain the love I feel for her. When she looks at me with her bright eyes and tells me that she loves me, it brings me so much joy. Each one of her smiles is priceless. Best of all, she has something I have always longed for: an older brother to look up to, and to go to with her problems. That person is me! This knowledge is an overwhelming blessing. Through her, I can fulfill the role that Victor never had a chance to. I can guide her in the right paths, and be a shoulder to lean on for the rest of her life.

My relationship with Rebecca has been instrumental in dealing with Victor's loss. She has given me purpose. This is my opportunity to be the elder brother that I always longed for. I look forward to this special gift everyday of my life.

Prompt: Topic of your choice.

John-Michael, a french horn player from rural Georgia, and our RA, Leo, were talking about gay people. They were on the second floor of our dorm at Tanglewood, leaning on the clean white wall by my room. I was eavesdropping while composing a piece for marimba. They were talking about how seeing homosexual couples make out around camp made them uncomfortable; they also touched approvingly on the anti-gay Boy Scouts of America policy. ("I'm glad they have those rules.")

Drifting into the hallway, I gradually snuck myself into the conversation, asking questions and poking small, respectful holes in John-Michael's arguments. By the time he arrived at "Being gay is a sin," one of two more had entered the group. I suggested that taking the Bible word for word might be an anachronistic, primitive way to go about treating people, that in many instances-homophobia, misogyny, racism-ancient religious or cultural rules lag far behind modern morality, and that we might do better to constantly question what we do and how we think. More voices had entered; our group had expanded to a large circle, a round-robin with opinions flying across the hallway like spells in a friendly nighttime duel at Hogwarts.

I kept my composure, but I was angry at and bewildered by the persistence of ignorance and dogma. At some level I felt insulted, but at another curious; there were moments when I felt strong, and others when I felt weak. I was overwhelmed- every word I spoke was accompanied by tremulous vibrations in my chest. And in this moment of struggle and debate, I came out to fifteen or so teenage boys I had known for a week. Before my family or most of my friends knew I was gay, these boys - almost strangers - did.

I believe that, above all, college - where I'll again be living in a dorm - should be a place where one is exposed to and deeply immersed in a mess of worldviews and ideas, and where all kinds of opinions are considered and discussed. I came out of this experience assured that I am a person who wants to know different kinds of people and ideas. I have a drive to ask questions, to stimulate important or interesting conversations, and to defend my convictions; I want to share my beliefs, talk about my passions, and learn from others. I left Tanglewood knowing that, whatever I do - be it music, science, or something else - I can contribute to a community, and to the world, by being a passionate talker and writer and an open listener. I just have to keep the conversation going.

Prompt: Topic of your choice.

Only At Night

The above is the title of a story I may someday write. Sordid romance? Spy mystery? Drug novel? Actually, it is a description of my work habits. To the horror of my parents, who are convinced they have brought up some kind of lunatic, I can concentrate only when the house is all mine. At three a.m., I rule the night.

Well, sort of. Unfortunately I cannot boast that I am someone well-adjusted to the night. My mother keeps a tally of the number of times she has opened my bedroom door to find me sprawled on the floor unconscious, buried in blue ink and American history. My appearance-conscious sister has often lectured me on the damaging social effects of dark circles under the eyes. Classes, which have a bad habit of taking place during the day, are often a blur. I don't wait for darkness because *Moby-Dick* or trigonometric functions are any easier by night than by day; it's just that my work seems important, even vital, when I spend precious early morning hours doing it. My father thinks it is the result of too many suspense novels, but I don't know. If snaking through the house for a bowl of Rice Krispies to keep me awake is the nearest I can come to fulfilling my fantasies of adventure and heroism, Robert Ludlum couldn't have had much of an effect.

Actually, adventure, if not heroism, has not always been that hard to come by. When I was six I would lie open-eyed in bed, waiting with terrified eagerness for a robber's creeping footsteps. I imagine myself bravely rescuing the entire family – that is, until one real creak from an upstairs floorboard would send me scurrying to my parents. But as I've grown older and my nocturnal vigils longer, my hopes of one day gaining the courage I would need in such a situation have only grown dimmer. I remember two exploits especially, one a midnight trip through the jungles of Central Park with two friends who were searching for an obscure war monument; the other was a panicked call to the police to report a bomb I had seen smoking in the gateway of a side street near my house. (It turned out to be a firecracker.) The park I survived by envisioning myself an undercover archaeologist; the "bomb" – a daytime event – is now just a blur of tears and shaking.

The truth is I'm not really suited for night or day, but, responsibilities being what they are, you have to choose one. Though I've put a dent in my habits of classroom dozing with a strong brand of drip coffee, I still really work only in the dark hours of the morning, surrounded by my private goblins. Each to his own muse.

Prompt: Topic of your choice.

My family owned and operated a jewelry business for 8 years, since I was 10 years old. I grew up with this store, among the earrings and ornaments, always surrounded by things made from a unique substance called gold. Gold is a well-known element, atomic number 79; of course, everyone knows of its international monetary value. However, gold also has a deeply personal resonance; and upon closer examination, this material provides an emblematic picture of my past, my future, and what I offer Yale University.

Gold is a soft, yellow metal. It is extremely ductile, the most malleable metal there is. I exhibit similar qualities, as I also adapt to the demands of my environment. I am Persian, though I was born in Lebanon and later came to the United States; upon arrival here, I had to face the challenge of learning the English language. I had to take a new shape in order to excel in unfamiliar surroundings. In addition, I again transformed by beginning to learn my native Farsi language in order to further mold my cultural identity.

Yet gold is not always a shifting, malleable metal; it is hardened by alloying with other metals, increasing its strength. I hope to go through a corresponding process at Yale. I want to become a more solid citizen through exposure to other viewpoints and cultures, and by offering my own. I will mix with new perspectives; I will alloy with my fellow students, with my professors, and with the learning that both groups impart in order to become stronger academically, socially, and culturally.

Moreover, gold is a corrosion-resistant metal. I feel my past exhibits the characteristics of this material in that I avoided corrosion of my mind and body through active academic and athletic participation. In high school, I was president of the student body and head of the study group division. I became an Eagle Scout and was a member of the school's flag hoisting brigade. I also played tennis competitively, swam, and played racquetball. Through these experiences, I have gained the necessary leadership skills and exhibited unflagging responsibility to ensure a corrosion-free body and spirit.

Finally, gold parallels my goals for the future. It is one of the most conductive metals, extremely well suited for carrying an electric current. I, too, aim to conduct another kind of electricity--political organization, by pursuing a degree in Political Science at Yale. I have a distinct ambition to learn about this subject, especially in regard to Constitutional Law and parliamentary processes.

For me, gold's value rests in its qualities and intricacies, in the way its characteristics echo my past accomplishments and represent my ambitions and goals. Adaptability, a willingness to gain new perspectives and knowledge, a corrosion-resisting makeup, and a readiness to excel are all revealed in me though a close look at this seemingly simple element. I hope to bring this gold to Yale University where I can share my boon with all whom I meet.

Prompt: Indicate a person who has had a significant influence on you, and describe that influence.

I have always wanted to take his picture there in rehearsal, when he stands in the middle of a semicircle of upturned eyes and open mouths, grandiosely waving his endless arms as though he were swimming through the music. At eight-thirty in the morning, when the rest of us are barely awake, Conrad Burkhalter is at his lovable best. The sun opposite me shines on the sopranos and altos and silhouettes his aristocratic nose, shaggy brows and frizz of hair against the window pane and the morning sky.

"Rrrroll your R's!" he says. Then he stomps and wiggles, bellows and whispers, puts his fingers to his chin as if in prayer and opens his blue eyes so wide they seem to leap directly into mine, to discover that mine are closed; I am nodding asleep to the march rhythms of Haydn's *Mass in Time of War*. But not for long. He goes through every conceivable contortion and exertion to energize our eighty sleepy faces. It is as if his wild gestures could conduct electricity as well as music through the drowsy air into our voices. Sometimes I wonder what he would do if we returned in kind, bugging our eyes out, wriggling and twisting our bodies to the music. As it is, we continue to hold our notes too long or not long enough and we refuse to "dance" with the $\frac{3}{4}$ time.

Every once in a while he launches into a boiling tirade - he "Swisses out." Then he reverts to European discipline: "If not every person is in this room at exactly eighteen minutes past eight o'clock, there will be no concert." He is the quintessential Swiss in other ways as well: we must learn to speak English, not Americanese, we must not be "cool" when singing Haydn, we must get eight hours of sleep, be prompt, attentive, enunciate our consonants, and think about nothing else. This is the law according to Burkhalter.

It works. His ridiculous energy and steaming rages do make us sit straighter and hold our scores higher and try a little harder. When he pleads, "Both feet on the floor - you cannot hope to sing if you do not support yourself," there is a second or two of shuffling and creaking as 160 legs are uncrossed. Then he spreads his own feet wide and arches back a little, sticking out his pot belly and hitching up his belt. He's forever tucking in a stubborn shirt tail set free by quick tempi or forte passages. There is a lot of child in him. He can glower furiously as a two-year-old when he says "Elephants have memories, people have pencils - write it down!" or he can smile so widely and coyly that I am afraid his grin will devour his ears and like Beethoven he will have to conduct from memory.

Of all my teachers, I feel the most loyalty to him because he devotes his entire self to his work. He does more than just wheedle a Haydn Mass out of us at a sleepy hour; his endless arm is as ready to wrap itself around my shoulder with a reassuring squeeze as it is to gyrate in 4/4 time, and gives advice and drops of Burk-wisdom as freely instruction. When he sits behind his messy desk after rehearsal and we sprawl - legs, arms, chatter, book bags - on the couch in his comfortable office, he looks like a complacent Swiss Buddha, nodding and smiling those blue eyes at us, always there, always quirky, always inspiring to me.

Prompt: Indicate a person who has had a significant influence on you, and describe that influence.

It took me eighteen years to realize what an extraordinary influence my mother has been on my life. She's the kind of person who has thoughtful discussions about which artist she would most want to have her portrait painted by (Sargent), the kind of mother who always has time for her four children, and the kind of community leader who has a seat on the board of every major project to assist Washington's impoverished citizens. Growing up with such a strong role model, I developed many of her enthusiasms. I not only came to love the excitement of learning simply for the sake of knowing something new, but I also came to understand the idea of giving back to the community in exchange for a new sense of life, love, and spirit.

My mother's enthusiasm for learning is most apparent in travel. I was nine years old when my family visited Greece. Every night for three weeks before the trip, my older brother Peter and I sat with my mother on her bed reading Greek myths and taking notes on the Greek Gods. Despite the fact that we were traveling with fourteen-month-old twins, we managed to be at each ruin when the site opened at sunrise. I vividly remember standing in an empty amphitheatre pretending to be an ancient tragedian, picking out my favorite sculpture in the Acropolis museum, and inserting our family into modified tales of the battle at Troy. Eight years and half a dozen passport stamps later I have come to value what I have learned on these journeys about global history, politics and culture, as well as my family and myself.

While I treasure the various worlds my mother has opened to me abroad, my life has been equally transformed by what she has shown me just two miles from my house. As a ten year old, I often accompanied my mother to St. Joseph's, a local soup kitchen and children's center. While she attended meetings, I helped with the Summer Program by chasing children around the building and performing magic tricks. Having finally perfected the "floating paintbrush" trick, I began work as a full time volunteer with the five and six year old children last June. It is here that I met Jane Doe, an exceptionally strong girl with a vigor that is contagious. At the end of the summer, I decided to continue my work at St. Joseph's as Jane's tutor. Although the position is often difficult, the personal rewards are beyond articulation. In the seven years since I first walked through the doors of St. Joseph's, I have learned not only the idea of giving to others, but also of deriving from them a sense of spirit.

Everything that my mother has ever done has been overshadowed by the thought behind it. While the raw experiences I have had at home and abroad have been spectacular, I have learned to truly value them by watching my mother. She has enriched my life with her passion for learning, and changed it with her devotion to humanity. In her endless love of everything and everyone she is touched by, I have seen a hope and life that is truly exceptional. Next year, I will find a new home miles away. However, my mother will always be by my side.

Prompt: Describe the greatest challenge you have faced or expect to face.

Except for my struggle with jacks – I could never get past sixties while Leslie Ackerman whizzed through tenzies and back to onezies all in one turn –this application is the greatest challenge I’ve faced. I’m glad you didn’t ask how I dealt with it.

I hope I’m not dodging or taking the easy way out. It’s hard to find an honest answer to your question. Nothing I’ve done so far could be called a “great challenge”. A minor annoyance, maybe: there was my brush with Physics, when I tried to understand the practical results of impractical problems, like where an iron ball will land if thrown out of a moving car. (When I brought up in class that I never *would* throw an iron ball out of a moving car, Mr. Weitz just looked at me.) Before that came the separate trials of learning the Australian crawl and the slice backhand, the first for water survival and the second, my parents said, for social survival. And, of course, the intensely competitive jacks. (At age nine, to be the best jacks player was also to be the most popular girl.) All these experiences were difficult – getting anything right in tennis still seems more like a miracle - but I can’t imagine calling one of them my “greatest challenge”.

Challenge seems like it should be something bigger, and I’m not sure I’ve faced it yet. I’ve never had to work to support my family, as my mother did when she was my age. Unlike my older brother, I’ve never had to find an affordable apartment in New York City. I’ve never experienced what some of my Jersey friends say is the greatest challenge of all – fighting the 8:00 a.m. traffic on the George Washington Bridge, unsure if they’ll ever get to school. I live in Manhattan, which, now that I think about it, may be challenge enough for anyone. But that’s probably not what you had in mind.

Putting together these forms for you, on the other hand, comes closer to what I think of as “challenge.” That may be only because I want to go to Dartmouth more than I ever wanted to imitate Chris Evert Lloyd. But part of the challenge has to do with what applying to college means – writing essays, remembering teachers and classes and sports, answering questions, all this self examination. At least in physics problems there was always a formula to plug in. But there are no correct“ answers, everybody keeps telling me, on the application; there’s not even a correct method, where you can get points for reaching the wrong answer the right way. There’s only me. It’s a serious challenge, if not a great one, to distill on four sides of blue paper the person I’ve become in seventeen years. It’s like trying to put myself into a little jar – a jar of Justine – and yet somehow hoping that I won’t fit, that I can’t be categorized. The whole thing makes sevenzies look easy.

Prompt: There are limitations to what grades, scores, and recommendations can tell us about any applicant. We ask you to write a personal essay that will help us to know to you better.

I am the human incarnation of my blue 1984 Volvo Turbo station wagon. This may seem like an odd way to identify myself, but I've thought about this. Big Bertha and I have the same personalities. If she weren't an inanimate object, we would be good friends.

Bertha has a strong sense of family. She was bought new by my auntie and uncle in 1984 then driven by my grandmother. Her next drivers were three of my cousins and now me. She has a future, too, and will eventually be driven by my brother. Bertha is nearly twenty years old and hasn't burned out yet. Why would she? Silbermans (family name) are born survivors.

Neither Bertha nor I are the flashiest models. She doesn't have racing stripes and I rarely wear make-up. What you see is what you get. There is no special button to open Bertha's door. If you want to get in the car, pull the handle. My style is direct, although not blunt. If I have a question, I ask it. If something needs to get done, I do it. We don't hide behind outward appearances.

Bertha isn't perfect. Unfortunately, she won't run on empty; she doesn't even start with low gas. I don't run well on empty either, just ask my family. Keep me fed, even if it's just my standard bagel and cream cheese and a pat on the back as I run out the door.

I depend on Bertha everyday. She multitasks to fit my needs, whether it's driving the carpool, moving her seats around to fit all of the supplies for the class booth at Oktoberfest, carrying all the instruments to the gig, or fitting all of my friends on a Friday afternoon ice cream run. I depend on Bertha the way people depend on me everyday whether I'm acting as Student Body President, part of a group project, playing clarinet in two orchestras, or lifeguarding at the pool. I have made commitments that must be met. When people turn to me, I'm prepared and ready to work. I do what's needed from jumping in the water to save a life to spending hours perfecting my band part.

Not a frill, but a necessity, Bertha has an awesome sound system. We can't function without one of life's fundamental requirements - music. It fills the places words cannot. There is a perfect theme song for every ride, from Bob Dylan to Weezer to Mendelssohn to Queen, or even Turkish Pop. Bertha and I play it all. I spend most of my days with music, whether I'm playing, practicing, writing, analyzing, conducting, coaching, or just listening to it. Music is our second and equally important fuel source.

Bertha and I are one. We get our work done, without breakdowns, nervous or otherwise. When necessary, we just kick into Turbo! Life has many potholes and traffic jams, but our drive and passion get us to our destinations and make the ride as important as the arrival.

Prompt: Topic of your choice.

There's a lot to be learned from a block of wood sitting on a tree stump waiting for an axe to fall, especially if the axe never makes it there and instead finds its way into your foot. As my mother frantically helped me apply gobs of Neosporin to the gash across my instep and up the base of my shin, my dad said, "Son. Study hard. Because you're definitely not cut out to be a lumberjack.

I'm proud to know a few things, I can recite the first twenty digits of pi, discuss the politics behind dueling in the nineteenth century, point out the Oedipal overtones in Act 3 Scene 5 of *Hamlet*. I could teach you the proper techniques and skills behind competitive rowing, swimming the breaststroke, playing a riff over a D-minor chord, and saving a submerged drowning victim. I know how to cook pasta al dente, the correct way to handle a santoku, and that tomatoes and pumpkins are in fact, fruits. I even know how to unclog a toilet using Saran wrap.

But it took me an axe in my foot to drive home the realization that my knowledge at the age of seventeen isn't anywhere near complete. For every one thing I know, there are hundreds I am wholly oblivious to. The irony of an axe with a Pepto-Bismol™-pink handle nearly chopping off a few toes made me curse my naïveté. As I held the axe high above my head, right foot planted in front of left, I told myself, "I do three sports. How hard can this be?" I felt that in a second, the puny piece of lumber before me would be split cleanly in two. I second later, the only thing I felt was the axe partially embedded in my left foot. I had no understanding of the art behind wielding an axe and chipping wood. The blood dripping from the cut brought with it a barrage of questions, none of which I could answer. How often do I need a tetanus shot? How do I know if I even have tetanus? How much do prosthetic feet go for on eBay?

The large indent in my left Speedo slipper reminds me of what I learned from that axe: I don't know, and will never know anything, and always wear shoes when handling sharp outdoor equipment.

I am certainly very fortunate that my foot is in one piece. But my father's words don't ring true for me; with some practice, the expertise involved in cutting wood could be added to my bank of knowledge. Next time lumberjacks with chainsaws show up on ESPN, I'll stick to the channel to learn their trade. Just in case studying goes awry.

Goal Objective 2.1

Professional learning for educators will reinforce targeted components of the academic curriculum, social emotional competencies and pedagogy, and will emphasize culturally responsive and data-informed instructional practices that support student learning and growth.

Evidence Cover Sheet for Goal Objective 1.1

English/ELA

Directions: Click on the link for the language that you submitted last spring: [18-19 District Goals](#). In addition, here are the links to the [Transferable Skills](#) and [Vision of Student and Learner and Global Citizen](#).

Goal Objective 1.1: Students will engage in curricula that are designed in response to the district's vision of student as learner with an emphasis on transferable skills such as remain in alignment with state standards, and coherent within each discipline.

District Goal/Rationale: (How does this connect to the language in goal objective 1.1? More specifically, how does it connect to transferable skills, district's vision of student as learner, and align with state standards?)

At the secondary level, we are interested in students gaining confidence and agility in terms of their ability to interact with the written word. In addition, we hope students will develop independence; participate in rigorous, focused discourse; develop self-awareness and understanding; and learn to think critically.

Action: (What is the action?)

Teachers began developing a plan to use literature circles as a means of achieving the above goals, using PD time during the year and in the summer. The work culminated in writing a grant and receiving funding for their work. The grant title was "Discovering Our Voices with Literature Circles".

Progress:

Teachers began instituting literature circles (also called book clubs) and will continue to use this method of providing opportunities for students to choose books, discuss them with other students, and share their ideas with the class as a whole. This program provides a way to echo some of the work being done in grade 5, to help students understand that they can own and control reading through choice, and to provide opportunities for students to discover the personal satisfaction that reading can provide.

Description of Evidence:

Attached is the grant proposal. It was funded and provides a complete description of and rationale for the work that is being done in grade 6 classrooms with success.

**Arlington Education Foundation
Innovations in Education Grants
Grant Application**

Innovations Grant Applications must be submitted electronically. To submit, you must email your completed application (as a Word or PDF file), along with any supplemental files, to grants@acfma.org. Note that applications are not complete until all required approvals/signatures are obtained – all applications must be approved by the building principal(s) or supervisor, and any proposals that request funding for technology must also be approved by the Assistant Superintendent for Curriculum and Instruction.

Project Title: Discovering Our Voices with Literature Circles

Applicant's Name: Melissa Heath

Total Funding Requested: \$2,138.00

Address: 156 Raymond St. Cambridge, MA 02140

e-mail: mheath@arlington.k12.ma.us

Phone: 207-252-8602

School: Ottoson/Gibbs **Position:** ELA 6

Other participants / applicants: Heather Mahoney, Rachel Grodman, Alyssa Napolitano

Printed Name and Signature of Applicant

Melissa Heath **Date:** Nov. 15, 2017 (resubmitted April 12, 2018)

Printed Name and Signature of Co-Applicant

Heather Mahoney, Rachel Grodman, Alyssa Napolitano **Date: Nov. 15, 2017 (resubmitted April 12, 2018)**

For all applications, the approval of the school principal is required, as evidenced below.

x I support this application at the Ottoson School.

Eileen Woods
November 14, 2017

Printed Name and Signature of Principal and/or Supervisor _____ **Date** _____

For technology-related applications, the approval of the Assistant Superintendent for Curriculum and Instruction is also required, and is evidenced below.

I support this TECHNOLOGY application at the _____ School.

| | | | |
|---|-------------|-------------------|------------|
| Printed Name and Signature of Asst. Superintendent for Instruction | Date | Curriculum | and |
|---|-------------|-------------------|------------|

Program/Project Description

Project Title: Discovering Our Voices with Literature Circles

- 1. Provide a description of the project including key goals and anticipated outcomes and/or benefits for both students and teachers.**

The sixth-grade teachers are developing a unit designed to bring high-quality, high-interest literature to all sixth-graders through student-directed literature circles. In preparation for exciting changes in curriculum and school culture at the Gibbs, we want to address a gap in expectations around self-directed learning, collaboration, pursuing interests and responsible and respectful discussion. In the proposed six-to-eight week unit, students will take ownership of their learning by selecting a work of literature from seven classroom titles and participating in high-quality discussions with a group of peers.

The sixth-grade teachers think the students are ready for the challenge of self-directed learning, but understand in order for the students to be successful they need direct instruction, modeling, and feedback on how to be productive and collaborative. The Arlington elementary schools have worked to establish successful book groups, and we are eager to take those expectations and adapt them for a sixth-grade experience that will carry over to the curriculum of The Gibbs.

Outcomes/benefits: We expect that students will develop increased capacity to read with confidence, discuss with a broad understanding of the layered meaning, and collaborate with peers in meaningful ways. These traits will be useful for students in their English classes as well as in the work they do in other academic areas.

- 2. Approximately how many students and teachers will be involved in the project? If the project includes a classroom component and the applicant is not a classroom teacher, then the proposal must include the names of the teachers who will be involved and describe their roles and levels of involvement. (In this situation, it is advisable to have one of the teachers sign the proposal as a co-applicant.)**

All sixth-grade students, greater than 400 a year, and all four sixth-grade ELA teachers will be involved and directly benefit from the proposed literature circle unit. As noted above, classrooms and teachers in other areas of Gibbs and eventually Ottoson will be positively affected.

- 3. Describe the innovative aspects of the project.** This project builds on the work of literacy coaches and teachers in the elementary schools, asking students to work more honestly toward creating their own meaning and crafting their experience in the ELA classroom. Before proposing this project to you, the ELA teachers have worked many hours over the summer selecting books that address a range of social issues, interests and reading abilities and studying models of learning that turn ownership over to the students. The work we propose is innovative for three reasons: 1. It provides an explicit bridge between the work being done at the elementary level and sixth grade, 2. It provides explicit connection between the process of reading and personal ownership and 3. It allows students to experience two distinct methods of reading and discourse, expanding the traditional methods employed by teachers of sixth grade.

- 4. How does the project supplement existing educational programs within the school/system?** Literacy coaches and teachers in the elementary schools introduce book groups in the lower grades. For students in the elementary schools, to study literature means to select a book and to fulfill tasks within a group to discuss their response to it. When those students get to middle school, rather abruptly, this shifts to a teacher-directed experience where one book is assigned to the whole class, and the teacher decides how much to read and what is worthy of discussion. While this model has its place and can elevate the level of discussion and introduce important terms essential for the classroom, it takes the responsibility and the wonder out of what could be a process of discovery for the students. This new unit will build on the principles of the responsive classroom--respect, goal setting, and responsibility--and the established norms of the elementary book groups to create a culminating experience for the sixth-graders. We believe this will better prepare the students for seventh-grade and beyond and help foster a love of reading and a respect for diverging points of view that will serve the students well. This unit will replace the current whole group reading of *Elijah of Buxton*. All 6th grade classes will run the unit concurrently in the spring. Audiobooks will be utilized for struggling readers to access a text independently and analysis of close reading work.
- 5. Is this a pilot project that could be duplicated by other teachers, classrooms, or schools?** Our intention is to pilot the unit this year with the current sixth-grade students, and replicate it for students at The Gibbs. Once in place, it could serve as model for how this work could be adapted for seventh, eighth and beyond. Our department head has expressed interest in extending this work to Ottoson so that students moving from Gibbs to the middle school will find familiarity and continue their independence in reading.
- 6. Provide an estimated timeline for the project, including start date, key milestones, date of completion, and date you expect to submit your final evaluation.**

July 2017: Teachers meet to discuss goals, evaluate merits of different literature circle models and select books. (completed)

October 2017: Meeting with Deb Perry, department chair, Sandra Bergantz, literacy coach, and Melissa Heath, ELA teacher, to discuss current book groups, reading expectations, and possible future collaboration in support of the new unit. (completed)

Winter of 2017: Set-up visit to Arlington fifth-grade teachers piloting book groups with a focus on how to model the group "tasks" or roles.

Spring of 2018: Order books and supplies.

Spring of 2018: Pilot the unit in all four sixth-grade clusters.

Summer of 2018: Meet as a grade-level team to submit final evaluation.

Summer of 2018: Reflect on process, make adjustments and prepare for 2018 Gibbs.

Project/Program Budget Request

A detailed budget must be provided by all applicants.

PROJECT TITLE Discovering Our Voices Through Literature Circles

TOTAL AMOUNT REQUESTED \$2,138.00

Please provide a *detailed* project budget. Include the total cost of the project, the amounts available or pending from other sources (including other grants submitted), and the amount requested from AEF.

Storage:

https://www.amazon.com/IRIS-Quart-Stack-Pull-Pack/dp/BooCQGTGZQ/ref=sr_1_8?s=storage&organization&ie=UTF8&qid=1523388504&sr=1-8&keywords=storage%2Bbins&th=1

2 6-packs per teacher x 5 teachers x \$26.70 per 6 pack for a total of \$267

Binding tape for books:

https://www.amazon.com/Scotch-Book-Inches-Yards-845/dp/Booooo6IF5R/ref=sr_1_1?ie=UTF8&qid=1523388823&sr=8-1&keywords=binding+tape+for+books

Scotch book tape: 20 rolls @ \$5.59 a roll for a total of \$113.80

Headphones: https://www.amazon.com/SmithOutlet-Pack-Over-Head-Headphones/dp/B013M3PLUA/ref=sr_1_1_sspa?ie=UTF8&qid=1523389026&sr=8-1-spons&keywords=bulk+headphones&psc=1

\$119 for a pack of 50. 3 packs for a total of \$357

Refugee by Alan Gratz: 9780545880831

\$11.68 x 30 books = 350.40

Audiobook 17.49 x 5 = 87.45

Total 437.85

Shooting Kabul by NH Senzai: 9781613830673

\$7.48 x 30 books = 224.40

Audiobook couldn't find

Total 224.40

Inside Out and Back Again by Thanhha Lai: 9780061962790

Paperback: \$7.84 x 30 books = \$235.20

Audiobooks: \$9.95 x 5 copies = \$49.75

Total: \$284.95

The Night Diary by Veera Hiranandani: 9780735228511

Hardcover: \$11.44 x 30 books = \$343.20

Audiobook: \$21.95 x 5 copies = \$109.75

Total: \$452.95

Total for books, audiobooks, and classroom supplies: \$2,137.95

Evidence Cover Sheet for Goal Objective 1.1

English/ELA

Directions: Click on the link for the language that you submitted last spring: [18-19 District Goals](#). In addition, here are the links to the [Transferable Skills](#) and [Vision of Student and Learner and Global Citizen](#).

Goal Objective 1.1: Students will engage in curricula that are designed in response to the district's vision of student as learner with an emphasis on transferable skills such as remain in alignment with state standards, and coherent within each discipline.

District Goal/Rationale: (How does this connect to the language in goal objective 1.1? More specifically, how does it connect to transferable skills, district's vision of student as learner, and align with state standards?)

Our goal for elementary this year was to introduce the Lucy Calkins Reading Units at grades 3 and 5. This is the continuation of work that was begun in previous years. With the addition of coaches we have been able to move with efficiency this year. In general, the introduction of this program addresses reading as a continuum; helps students with critical thinking; fosters expressive and receptive communication skills, creativity and imagination; and encourages flexibility and adaptability in terms of literacy skills.

Action: (What is the action?)

Teachers at each grade used units of study for reading with students in their classrooms according to the district plan for the use of these units. This effort was supported by coaches through PD, model lessons, and classroom demonstrations.

Progress: This year's work was part of a continuing effort to help teachers institute a reading program that instills independence, confidence, and capacity for students at the upper elementary level.

Description of Evidence:

The evidence outlines the specific units that were introduced this year, with specific mention of the goals for student learning.

New Grade 3 Reading Units 2018-2019 school year

Building a Reading Life - 24 teachers from 7 buildings (all Gr. 3 teachers)

- Launches the upper grade reading workshop, inviting students to create their own identities as people who care about reading and develop the lifelong habits of strong readers
- Students learn the structures, routines, and habits of a richly literate reading workshop
- Students learn to choose books, collect data on their reading rate and volume, and study the data as a self-reflection
- Supports students in foundational reading comprehension skills, specifically envisioning, predicting, and retelling
- Supports students in tackling the difficulty of complex words/phrases

Character Studies Book Club Unit - 24 teachers from 7 buildings (all Gr. 3 teachers)

- Spotlights the study of character, focusing on how students get to know a character by studying them deeply
- Students learn to articulate evidence-based theories about the main characters in their books
- Teaches students a predictable story mountain/arc that characters tend to follow
- Students learn to compare and contrast characters across books, examining traits, motivations, and the life lessons they learn and teach
- Students work together in book clubs, choosing books to read and discuss
- Supports students in the challenging task of working cooperatively and collaboratively with their peers

Pilot Unit: Reading to Learn - 9 teachers from 3 buildings

Students learn to:

- Read expository nonfiction with eagerness, interest, and fluency
- Determine main ideas and supporting details using the *Boxes and Bullets* framework
- Use text features to navigate books
- Conduct conversations about nonfiction texts
- Synthesize and grow ideas in narrative nonfiction
- Read biographies through two different lenses - the lens of a story and the lens of reading for information

Pilot Grade 5 Units 2018-2019 school year

Interpretation Book Club: Analyzing Themes Unit (fiction unit) - 6 teachers from 3 buildings

- Ramps up learning- pushes students to gain intellectual independence
- Provides students with support in small group book clubs through developing a community of readers
- Supports students to write well about their reading
- Teaches students how to read with interpretive lenses
- Students will understand the way different authors develop the same theme differently
- Compare and contrast work on several different texts

Tackling Text Complexity: Moving Up the Levels of Nonfiction - 6 teachers from 2 buildings

- Students investigate ways nonfiction text is becoming more complex
- Supports students to understand and shift their reading to address the complexities of text
- Supports students in tackling the demands of increased vocabulary in nonfiction
- Teaches students to read analytically paying special attention to the relationship between parts and the whole
- Students become independent researchers of a topic of their own choice
- Teaches students to question what they are reading and ways to answer those questions
- Students will synthesize information across different texts on a subtopic

Evidence Cover Sheet for Goal Objective 1.1

PERFORMING ARTS

Directions: Click on the link for the language that you submitted last spring: [18-19 District Goals](#). In addition, here are the links to the [Transferable Skills](#) and [Vision of Student and Learner and Global Citizen](#).

Goal Objective 1.1: Students will engage in curricula that are designed in response to the district's vision of student as learner with an emphasis on transferable skills such as remain in alignment with state standards, and coherent within each discipline.

K-2: Students can develop music literacy in the same way in which they develop linguistic skills through aural/oral exposure and immersion. All students in Grades K-2 will demonstrate fundamental pre-music literacy skills in singing, beat and rhythm, and aesthetic response. To achieve this goal, the department will implement the *First Steps in Music* curriculum developed by music and early childhood researcher, John Feierabend.

9-12: Develop course content outlines that are aligned with the Massachusetts Arts Curriculum Framework, or help ensure students can meet state standards.

District Goal/Rationale: (How does this connect to the language in goal objective 1.1? More specifically, how does it connect to transferable skills, district's vision of student as learner, and align with state standards?)

VISION OF STUDENT AS LEARNER

K-2: Through *First Steps in Music*, students develop fundamental skills pre-music literacy. In these early years, students are exposed, in developmentally appropriate ways: to the 4 artistic processes articulated in the Massachusetts Arts Curriculum Framework. These artistic processes are common to the 4 arts disciplines:

- Creating
- Performing and Presenting
- Perceiving and Responding
- Making Connections

9-12: The course content outlines are organized in a manner that provides teachers with curricular resources that clearly articulate the standards, knowledge, and skills that students to participate in the 4 artistic processes. The 4 artistic processes articulate what artistically literate people do as consumers and makers of the arts.

TRANSFERABLE SKILLS

Music curricula that focus on the 4 artistic processes engage students in the following transferable skills:

- Flexibility and adaptability
- Global and cultural awareness
- Creativity and imagination

- Critical thinking
- Expressive and receptive communication skills
- Self-awareness and self-efficacy

Action: (What is the action?)

Elementary teachers met monthly to review Feirabend's research and curriculum materials. Adjustments and modifications were taken into consideration based on instructional time allocated to elementary general music and Teachers also determined priority state standards. (essential standards).

High School teachers began by determining essential standards and defining discrete knowledge and skills that students should know and be able to do, and aligned them with the four artistic processes: creating, performing, responding, and making connections. They defined essential questions and enduring understandings, and essential content knowledge and skills. Essential standards are included in the course outline template.

Progress:

K-2: The department implemented *First Steps in Music* in grades K-2. We adopted a lesson plan template used by teachers to immerse students in aural, kinesthetic, and tactile musical activities that provide pre-music literacy experiences in singing, beat and rhythm, and aesthetic response.

9-12: The department drafted 3 course standards-based course outlines, which were completed mid-year. Because the State was in the process of adopting new and revised performance standards in the arts, we placed this project on hold until the State released the new edition of the Arts Curriculum Framework (finally approved by DESE in May 2019). The department will review the new standards and will continue with this project once we fully understand the implications presented by the new standards.

Description of Evidence:

K-2

- The attached evidence is the template used by teachers to structure *First Steps in Music* lessons. Each lesson is comprised of eight musical learning experiences.

FIRST STEPS IN MUSIC — GRADES K-2
Becoming Tuneful, Beatful, and Artful

Lesson Plan Components and Format

| | |
|---|--|
| 1 | Pitch Exploration <ul style="list-style-type: none">• Students explore and broaden their vocal ranges and the capability of their singing voices. |
| 2 | Song Fragments <ul style="list-style-type: none">• Students develop aural skills through call and response singing using short memorable phrases and patterns (singing with others and alone). |
| 3 | Simple Songs <ul style="list-style-type: none">• Students learn complete songs and develop aural and rhythmic skills in the context of real music; develop confidence to sing independently (singing with others and alone). They develop a repertory of songs throughout the year. |
| 4 | Arioso <ul style="list-style-type: none">• Students spontaneously create original tunes to express themselves (thoughts and ideas) — musical conversation. |
| 5 | Movement Exploration <ul style="list-style-type: none">• Students explore and broaden movement possibilities to develop body coordination and expressive sensitivity. |
| 6 | Movement for Form and Expression <ul style="list-style-type: none">• Students experience the expressive qualities of music and musical form through movement and recorded classical music. |
| 7 | Beat Motion <ul style="list-style-type: none">• Students develop understanding of beat in music through child-initiated movement. |
| 8 | Song Tales <ul style="list-style-type: none">• Students are sung to by their music teacher and are exposed to high quality musical literature. The use of song tale books in the classroom helps students develop listening skills and provides them with opportunities to hear the expressiveness that music should include. |

Evidence Cover Sheet for Goal Objective 1.1

PERFORMING ARTS

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Music curricula that focus on the 4 artistic processes engage students in the following transferable skills:

- Flexibility and adaptability
- Global and cultural awareness
- Creativity and imagination

| |
|--|
| <ul style="list-style-type: none"> • Critical thinking • Expressive and receptive communication skills • Self-awareness and self-efficacy |
| <p>Action: (What is the action?)</p> <p>Elementary teachers met monthly to review Feirabend's research and curriculum materials. Adjustments and modifications were taken into consideration based on instructional time allocated to elementary general music and Teachers also determined priority state standards. (essential standards).</p> <p>High School teachers began by determining essential standards and defining discrete knowledge and skills that students should know and be able to do, and aligned them with the four artistic processes: creating, performing, responding, and making connections. They defined essential questions and enduring understandings, and essential content knowledge and skills. Essential standards are included in the course outline template.</p> |
| <p>Progress:</p> <p>K-2: The department implemented <i>First Steps in Music</i> in grades K-2. We adopted a lesson plan template used by teachers to immerse students in aural, kinesthetic, and tactile musical activities that provide pre-music literacy experiences in singing, beat and rhythm, and aesthetic response.</p> <p>9-12: The department drafted 3 course standards-based course outlines, which were completed mid-year. Because the State was in the process of adopting new and revised performance standards in the arts, we placed this project on hold until the State released the new edition of the Arts Curriculum Framework (finally approved by DESE in May 2019). The department will review the new standards and will continue with this project once we fully understand the implications presented by the new standards.</p> |
| <p>Description of Evidence:</p> <p>K-2</p> <ul style="list-style-type: none"> • Essential standards: MA Curriculum Frameworks grade cluster PK-4 |

MASSACHUSETTS ARTS CURRICULUM STANDARDS PK-4**PreK-12 STANDARD 1: Singing - Students will sing, alone and with others, a varied repertoire of music.****By the end of grade 4:**

- 1.1 Sing independently, maintaining accurate intonation, steady tempo, rhythmic accuracy, appropriately-produced sound (timbre), clear diction, and correct posture
- 1.2 Sing expressively with appropriate dynamics, phrasing, and interpretation
- 1.3 Sing from memory a variety of songs representing genres and styles from diverse cultures and historical periods
- 1.4 Sing ostinatos, partner songs, rounds and simple two-part songs, with and without accompaniment
- 1.5 Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor

PreK-12 STANDARD 2: Reading and Notation - Students will be able to read music written in standard notation.**By the end of grade 4**

- 2.1 Demonstrate and respond to: the beat, division of the beat, meter (2/4, 3/4, 4/4), and rhythmic notation, including half, quarter, eighth, and sixteenth notes and rests
- 2.2 Use a system (syllables, numbers, or letters) to read and sing at sight simple pitch notation in the treble clef
- 2.3 Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing
- 2.4 Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns performed by the teacher

PreK-12 STANDARD 3: Playing Instruments - Students will play instruments, alone and with others, to perform a varied repertoire of music.**By the end of grade 4**

- 3.1 Play independently with accurate intonation, steady tempo, rhythmic accuracy, appropriate technique, and correct posture
- 3.2 Play expressively with appropriate dynamics, phrasing and articulation, and interpretation
- 3.3 Play from memory and written notation a varied repertoire representing genres and styles from diverse cultures and historical periods
- 3.4 Echo and perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments
- 3.5 Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor
- 3.6 Perform independent instrumental parts while other students sing or play contrasting parts

PreK-12 STANDARD 4: Improvisation and Composition - Students will improvise, compose, and arrange music.**By the end of grade 4**

- 4.1 Improvise "answers" in the same style to given rhythmic and melodic phrases
- 4.2 Improvise and compose simple rhythmic and melodic ostinato accompaniments
- 4.3 Improvise and compose simple rhythmic variations and simple melodic embellishments on familiar melodies
- 4.4 Improvise and compose short vocal and instrumental melodies, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds (such as clapping), and sounds produced by electronic means
- 4.5 Create and arrange short songs and instrumental pieces within teacher-specified guidelines

PreK-12 STANDARD 5: Critical Response - Students will describe and analyze their own music and the music of others using appropriate music vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.**By the end of grade 4**

- 5.1 Perceive, describe, and respond to basic elements of music, including beat, tempo, rhythm, meter, pitch, melody, texture, dynamics, harmony, and form
- 5.2 Listen to and describe aural examples of music of various styles, genres, cultural and historical periods, identifying expressive qualities, instrumentation, and cultural and/or geographic context
- 5.3 Use appropriate terminology in describing music, music notation, music instruments and voices, and music performances
- 5.4 Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices

| | |
|--|--|
| | 5.5 Respond through purposeful movement to selected prominent music characteristics or to specific music occurrences while singing or listening to music |
| | 5.6 Describe and demonstrate audience skills of listening attentively and responding appropriately in classroom, rehearsal, and performance settings |

PreK–12 STANDARD 6: Purposes and Meanings in the Arts - Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, where appropriate, interpret their meanings.

By the end of grade 4

| | |
|--|---|
| | 6.1 When viewing or listening to examples of visual arts, architecture, music, dance, storytelling, and theatre, ask and answer questions such as, <i>“What is the artist trying to say?” “Who made this, and why?” “How does this work make me feel?”</i> |
| | 6.2 Investigate uses and meanings of examples of the arts in children’s daily lives, homes, and communities <i>For example, children learn and teach other children songs in languages other than English; interview parents and community members about dances, songs, images, and stories that are part of their family and cultural heritage.</i> |

PreK–12 STANDARD 7: Roles of Artists in Communities - Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present.

By the end of grade 4

| | |
|--|---|
| | 7.1 Investigate how artists create their work; read about, view films about, or interview artists such as choreographers, dancers, composers, singers, instrumentalists, actors, storytellers, playwrights, illustrators, painters, sculptors, craftspeople, or architects <i>For example, teachers invite an illustrator of children’s books to school to show how she creates her illustrations.</i> |
|--|---|

PreK–12 STANDARD 8: Concepts of Style, Stylistic Influence, and Stylistic Change - Students will demonstrate their understanding of the concepts of style, stylistic influence, and stylistic change by identifying when and where art works were created and by analyzing characteristic features of art works from various historical periods, cultures, and genres.

By the end of grade 4

| | |
|--|---|
| | 8.1 Identify characteristic features of the performing and visual arts of native populations and immigrant groups to America, such as: <ul style="list-style-type: none"> • styles of North American native cultures of the East Coast, Plains, Southwest, and Northwest; • styles of folk and fine arts of immigrant groups from European, African, Latin American, Asian, and Middle Eastern countries <i>For example, students look at examples of Native American clay containers from the Southwest, and wooden containers from the Northwest and compare the similarities and differences in form and decoration.</i> |
| | 8.2 Identify characteristic features of the visual arts of world civilizations such as styles of ancient Egypt and Africa, China, Mesopotamia, Greece, Rome, and the Medieval period in Europe |
| | 8.3 Perform or create works inspired by historical or cultural styles |

PreK–12 STANDARD 9: Inventions, Technologies, and the Arts - Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their works.

By the end of grade 4

| | |
|--|---|
| | 9.1 When using art materials or handling and viewing artifacts or musical instruments, ask and answer questions such as: <ul style="list-style-type: none"> • “What is this made of?” • “How does this instrument produce sound?” • “Would I design this differently?” • “Who first thought of making something like this?” <i>For example, students examine a variety of percussion instruments, experiment with the different sounds they make, and learn about the cultures in which they were made.</i> |
|--|---|

| | |
|---|---|
| PreK–12 STANDARD 10: Interdisciplinary Connections Students will use knowledge of the arts and cultural resources in the study of the arts, English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering. | |
| By the end of grade 4 | |
| x | 10.1 Integrate knowledge of dance, music, theatre, and visual arts and apply the arts to learning other disciplines Examples of this include: <ul style="list-style-type: none">• <i>using visual arts skills to illustrate understanding of a story read in English language arts or foreign languages;</i>• <i>memorizing and singing American folk songs to enhance understanding of history and geography;</i>• <i>using short dance sequences to clarify concepts in mathematics.</i> |

Evidence Cover Sheet for Goal Objective 1.1

Science

Directions: Click on the link for the language that you submitted last spring: [18-19 District Goals](#). In addition, here are the links to the [Transferable Skills](#) and [Vision of Student and Learner and Global Citizen](#).

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Grades 1-5

Enhancement of the FOSS curriculum

Grades 6-8

Implementation of iScience resources

Grades 9-12

Development of new curricular materials for co-taught classes

District Goal/Rationale: (How does this connect to the language in goal objective 1.1? More specifically, how does it connect to transferable skills, district's vision of student as learner, and align with state standards?)

1-5: Skills that are embedded in the FOSS program include observing, analyzing and synthesizing information from a variety of sources to enhance existing understanding and construct new knowledge. FOSS also asks students to develop and defend arguments based on evidence and respectfully consider different perspectives.

6-8: Students were expected to demonstrate perseverance by using repeated reasoning and inquiry. As well as develop arguments based on evidence.

They developed self-awareness and more confidence.

9-12: New lessons developed expected students to work both independently and collaboratively, observe, analyze and synthesize new information.

Action: (What is the action?)

1-5: Elementary science teacher leaders reviewed strategies for incorporating these skills in FOSS lessons over 3 meetings during the school year. A consultant familiar with the strategies embedded in FOSS met with these teacher leaders several times to present ideas and discuss strategies for the future.

6-8: Students were introduced to a new standards based curriculum in grade 6, iScience, which is rich in resources for a variety of learners and incorporates many strategies such as Project Based Learning, interactive lessons and multi-media.

Regular student interaction with the new iScience program occurred daily. It contains a full electronic version which students could use at home or at school, lessening the need to cart books.

9-12: Students have been utilizing the new lessons developed during the summer and fall of 2018.

Progress:

1-5: Progress was slower than hoped for owing mostly to lack of a full time elementary science coach who could meet with these teachers in their classrooms and test strategies. That will occur in the next phase.

6-8: As with many new curricula, progress was up and down. There were hurdles to overcome with learning how to fully utilize an electronic format, but both teachers and students slowly overcame most of them.

9-12: Progress was evident that students were engaging in more inquiry based activities than before. More development work will be needed to incorporate all of the standards based concepts. Progress has been stalled at the beginning of this (2019/2020) year due to difficulty in finding a second teacher for the co-taught classes due to turnover of both the science co-taught teachers and the SPED co-taught teacher.

Description of Evidence:

1-5: Newsletter description of new FOSS assessment resources

6-8: The new texts are the evidence, and my observations of students using them frequently, as I observed their classes, was evident.

9-12: Evidence has been the interviews with and observations of co-taught teachers before they left, to verify the experiences with the students and that students were engaged more and achieving at a higher level.

An example of a new lesson developed for the co-taught class is attached.

GOAL 1.1

MAP OF NEW STUDENT
ASSESSMENT

GR 1-5

FOSSconnect

The Assessment Corner: FOSSmap 2.0 is here!

[Share](#) [Print](#) [Comments](#)

Kathy Long | October 24, 2018

The FOSS team is excited to announce FOSSmap 2.0, new for this school year. For the past year, we have been working with Delta Education and LinkIt! to make this dream come true. LinkIt! is an established online assessment provider that is customizing their system to help us bring you a new and improved online assessment system for FOSS. For those of you who have used FOSSmap through the "proof of concept years," we think that you will be very pleased with the new system.

Unlike previous versions, to use the new FOSSmap system, you first set up a class page on FOSSweb (the main FOSS website), giving each student a unique email-formatted login and unique password. The good news about this, is that students will use this unique login and password all year long—you no longer have to generate new access codes every time the class starts a new module.

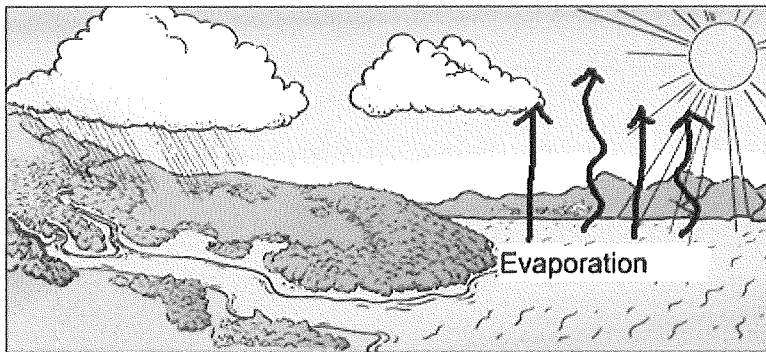
There are three main actions that teachers will use in FOSSmap: assigning online tests, coding the items that need manual coding, and accessing progress reports. To start any of these actions, teachers login to FOSSweb, then go to their module detail page and click on FOSSmap to enter the online system. Teachers will use the online testing portal for all of the first two procedures. When assigning online tests, teachers can also preview the items, even take them as if they were a student, but the system will not record any data. Once an assessment is assigned, it remains open until all students have completed it or the teacher closes the access.

When students take the tests, they will encounter several different formats of items. There are the traditional multiple-choice, and multiple-answer items (often drag and drop), short answer, and constructed-response type items, some of which include drawing. The new FOSSmap has an art palette that makes it easy for students to draw on a computer or pad. No more need to print out those items and have students complete them on paper although that is certainly still an option.



I-Check 3 Water and Climate (NG)

8. The water that we drink and that falls as rain and snow is the same water that has always been on Earth. There is no new water. Draw arrows on the diagram to show the process of how water gets recycled.



Powered by LinkIt!

An art palette in FOSSmap.

FOSSmap provides many of the tools that students experience on standardized state assessments, such as being able to enlarge text, zoom in and out, use a line reader, and hear an audio recording of the item text. Students using the new FOSSmap will be very well versed in test procedures when it comes to annual testing.

When the entire class has completed a test, teachers go to the coding section of the program to evaluate items that require manual coding (scoring). You will not be able to access reports until this coding is completed. The system is set up so you code all students on one item before moving on to the next item. This configuration is important (as opposed to coding all items for one student before moving on to the next student) because it allows you to keep the same mindset from case to case so that you are a more consistent coder; timewise it is also much more efficient because you don't have to keep changing your mindset from one coding guide to another with each item you are coding.

Assignment Review

Test Info

Test Name: Posttest Structures of Life (NGS) Test 1

Code by: 10/2011 1 Item Marked as coded only

Filter Student By: All (20)

Student List (20)

- ✓ A. Andy
- ✓ B. Blake
- ✓ C. Cameron
- ✓ D. Drake
- ✓ E. Emily
- ✓ F. Finley
- ✓ G. Gabriel
- ✓ H. Hayden
- ✓ I. Ian
- ✓ J. James
- ✓ K. Katelyn
- ✓ L. Logan
- ✓ M. Michael

Item Detail and Answers

Times Viewed: 1

Time Spent on Item: 1m 24s

Time Spent on Test: 20m 10s

4a

Drag the numbers to the boxes to show how the plants will grow and produce seeds for next year.

2 3 4 5 6

View Reference(s):

Coding and Feedback for Item

2 out of 2

You are able to put the life cycle stages in order even though we did not study pumpkins. Nice work!

Overall Test Feedback

Total Test Score: 41 out of 44

View Coding Guide

A coding section for the FOSS Structures of Life module Posttest in FOSSmap. Click on image to view full-size.

When all items are coded you can access the reports. The best reports to start with are the Max Code Frequency chart and the Class by Item report. Between these two reports, you will be able to quickly identify the items (and therefore the concepts or practices) that students are struggling with so that you can plan next steps for instruction. A general library of next steps is found in the Assessment chapter, and specific next steps are found with the coding guide in the Assessment Coding Guide chapter.

"proficient" level or "meets standard" level, and is the level that we strive for all students to achieve. The Strategic level, then is the "exceeds standard" level.

| System Dashboard > Class Diagnostics > Class by Level | |
|---|---|
| Module | Structures of Life (SOL) |
| Assessment | Posttest Structures of Life (PSL) Ver 1 |
| Class | Structures Demo Class (550-000000) (SESSION 07) |
| Students | <p> View List View Details View Scores View Items </p> <p> Andy, Brad, Cameron, Dakota, Emily, Gabriella, James, Karen, Logan, Morgan, Nick, Nicholas, Quinn, Reese </p> |
| Type | <p> View List View Details </p> <p> Items, Subtest, Testset </p> |
| | <p>Developed</p> <p>Performance on an item or assessment shows developing understanding of topic. (Emerging learning.) Students are able to access their knowledge of practices, principles, concepts, and processes of science to explain how phenomena work, how they operate, or how they contribute to building a network of knowledge, practice, and processes of science to build a discipline. They can apply all of these to explain phenomena and design systems.</p> <p>Strategic Level</p> <p>Performance on an item or assessment shows strategic understanding of topic. (Emerging learning.) Students are able to access their knowledge of practices, principles, concepts, and processes of science to explain how phenomena work, how they operate, or how they contribute to building a network of knowledge, practice, and processes of science to build a discipline. They can apply all of these to explain phenomena and design systems.</p> <p>Conceptual Level</p> <p>Performance on an item or assessment shows well-developed understanding of topic. (Emerging learning.) Students are able to access their knowledge of practices, principles, concepts, and processes of science to explain how phenomena work, how they operate, or how they contribute to building a network of knowledge, practice, and processes of science to build a discipline. They can apply all of these to explain phenomena and design systems.</p> <p>Proficient Level</p> <p>Performance on an item or assessment shows developing understanding of topic. (Emerging learning.) Students are able to access their knowledge of practices, principles, concepts, and processes of science to explain how phenomena work, how they operate, or how they contribute to building a network of knowledge, practice, and processes of science to build a discipline. They can apply all of these to explain phenomena and design systems.</p> <p>Exceeds Level</p> <p>Performance on an item or assessment shows exemplary understanding of topic. (Emerging learning.) Students are able to access their knowledge of practices, principles, concepts, and processes of science to explain how phenomena work, how they operate, or how they contribute to building a network of knowledge, practice, and processes of science to build a discipline. They can apply all of these to explain phenomena and design systems.</p> |

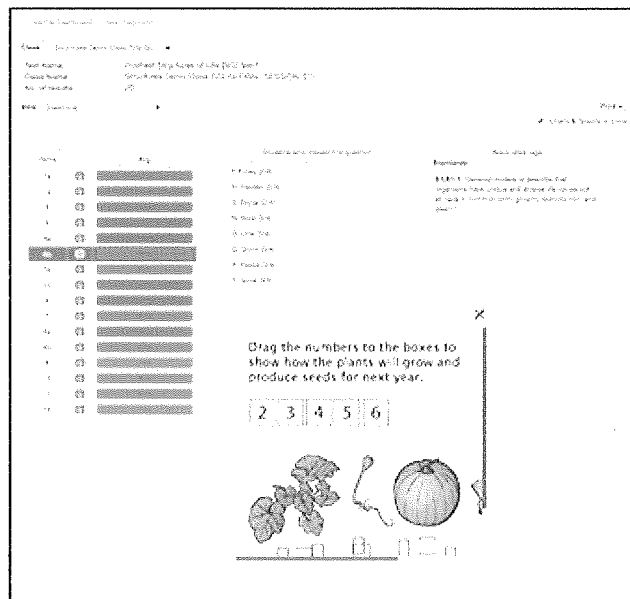
A Class by Level report in FOSSmap.
Click on image to view full-size.

The Student by Item report is another report that is remaining in the new system. This report provides information about the highest code possible for each item, the code the student received on each item, and a description of what that means they can do/ know or what they need to work on. Teachers can add a grade if they wish, but we believe the most valuable information to parents will be the narrative of what their child can do (knows) and where he or she needs help.

Reports that are new to FOSSmap are the Class Diagnostics **by Standards** and the Class Diagnostics **by Questions** reports.

The Class Diagnostics **by Standards** report shows the NGSS performance expectations and how many items contribute to the evidence for a student achieving that standard. (You can find the specific items that contribute to each standard on the last page of the Assessment Coding Guide chapter for each module.) It also provides a percentage for the class. That percentage is based on using the codes as points, then comparing the total possible points to those awarded to students.

Likewise, the Class Diagnostics **by Questions** report shows you a percentage for each question, and you can also click to open a report that lists the students and which code they received. We think that these reports will be very helpful to those districts using standards-based report cards.



*A Class Diagnostics by Question report in FOSSmap.
Click on image to view full-size.*

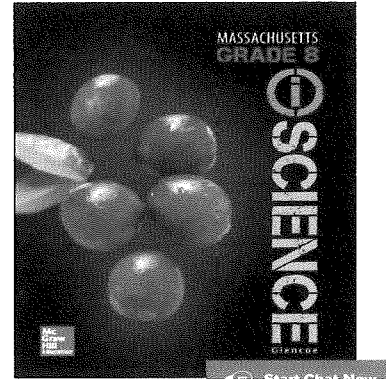
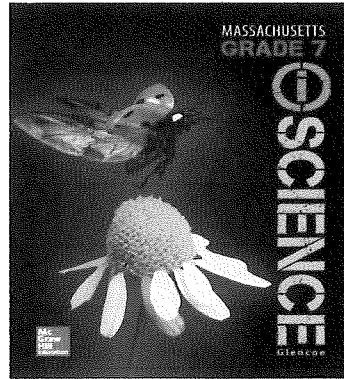
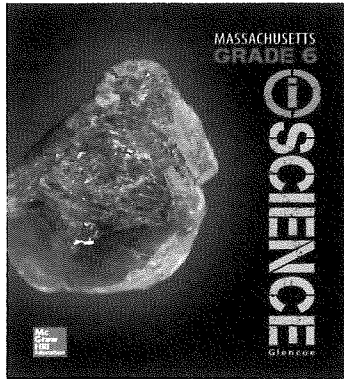
| Standard | Description | Name | Score |
|----------|--|------|-------|
| 5-LS1-1 | Students are able to describe how plants and animals have different ways of growing and reproducing. | 2 | 100% |
| 5-LS1-2 | Students are able to describe how plants and animals have different ways of growing and reproducing. | 1 | 100% |
| 5-LS1-3 | Students are able to describe how plants and animals have different ways of growing and reproducing. | 1 | 100% |
| 5-LS1-4 | Students are able to describe how plants and animals have different ways of growing and reproducing. | 1 | 100% |
| 5-LS1-5 | Students are able to describe how plants and animals have different ways of growing and reproducing. | 1 | 100% |
| 5-LS1-6 | Students are able to describe how plants and animals have different ways of growing and reproducing. | 1 | 100% |
| 5-LS1-7 | Students are able to describe how plants and animals have different ways of growing and reproducing. | 1 | 100% |
| 5-LS1-8 | Students are able to describe how plants and animals have different ways of growing and reproducing. | 1 | 100% |
| 5-LS1-9 | Students are able to describe how plants and animals have different ways of growing and reproducing. | 1 | 100% |
| 5-LS1-10 | Students are able to describe how plants and animals have different ways of growing and reproducing. | 1 | 100% |
| 5-LS1-11 | Students are able to describe how plants and animals have different ways of growing and reproducing. | 1 | 100% |
| 5-LS1-12 | Students are able to describe how plants and animals have different ways of growing and reproducing. | 1 | 100% |
| 5-LS1-13 | Students are able to describe how plants and animals have different ways of growing and reproducing. | 1 | 100% |
| 5-LS1-14 | Students are able to describe how plants and animals have different ways of growing and reproducing. | 1 | 100% |
| 5-LS1-15 | Students are able to describe how plants and animals have different ways of growing and reproducing. | 1 | 100% |
| 5-LS1-16 | Students are able to describe how plants and animals have different ways of growing and reproducing. | 1 | 100% |
| 5-LS1-17 | Students are able to describe how plants and animals have different ways of growing and reproducing. | 1 | 100% |
| 5-LS1-18 | Students are able to describe how plants and animals have different ways of growing and reproducing. | 1 | 100% |
| 5-LS1-19 | Students are able to describe how plants and animals have different ways of growing and reproducing. | 1 | 100% |
| 5-LS1-20 | Students are able to describe how plants and animals have different ways of growing and reproducing. | 1 | 100% |

*A Class Diagnostics by Standard report in FOSSmap.
Click on image to view full-size.*

We are very happy with the new system, but as is inevitable with a new system there will be bugs to be worked out the first few months the system is in operation. We are confident that overall the system will work as intended, but we need all of you to partner with us to make sure that is the case. If you see anything amiss in the program, please report that to us as soon as possible at either or both support@fossweb.com or support.techscience@schoolsspecialty.com. It's always good to include the type of device you were on, the browser you were using, and a

screen shot of any error messages you get. Together we can make this a great system that will save teachers a lot of coding time, and provide you with lots of valuable information for teaching FOSS, while providing students with the best experience possible.

GOAL 1.1 NEW RESOURCES FOR STUDENTS 6-8



EXAMPLE LESSON FOR CO-TAUGHT BIO

GR 9-12

GOAL 1)

Name: _____

Unit 2A: Biochemistry

Standard 1: Carbohydrates

- ☐ I can discuss and relate the terms macromolecule, monomer, and polymer
- ☐ I can describe and relate the terms: chemical reaction, biosynthesis (dehydration), and decomposition (hydrolysis)
- ☐ I can describe the structure and importance of carbohydrates and the difference between a monosaccharide (glucose), a disaccharide (sucrose), and a polysaccharide (starch, glycogen, and cellulose)
- ☐ I can discuss the role of carbohydrates in nutrition.

Key Words:

| | | | | | |
|-------------|----------------|----------|--------------|----------------|-----------|
| Monomer | Monosaccharide | Starch | Hydrolysis | Cellulose | Synthesis |
| Dehydration | Disaccharide | Glycogen | Carbohydrate | Polysaccharide | |

| Beginning (9) _____ | Developing (13) _____ | Proficient (17) _____ | Mastery (20) _____ |
|--|--|--|---|
| <input type="checkbox"/> Take class notes AND <input type="checkbox"/> Row 1 of your "Biochemistry Organizer" | Be prepared to have an oral quiz on questions from your notes* (from the video. I will ask five random questions. You must get all correct without looking at notes to be considered Developing. <input type="checkbox"/> Bozeman Science: Carbohydrates Use the video to answer the "Important Questions" for this standard. | Paper Molecular Models: <input type="checkbox"/> Model formation of a polysaccharide through dehydration synthesis. Be able to explain the process to your teacher. AND <input type="checkbox"/> Model digestion of a polysaccharide through hydrolysis. Be able to explain the process to your teacher. | <input type="checkbox"/> Take the online quiz and get an 80% or better. OR Teach your peers about this standard using: <input type="checkbox"/> Google Slide Presentation or Prezi <input type="checkbox"/> Video or Podcast <input type="checkbox"/> Worksheet <input type="checkbox"/> Artwork or Poster |

Important Questions for Standard 1: Carbohydrates

- | | |
|---|---|
| 1) What are the building blocks (monomers) of carbohydrates? | 8) What is starch and where is it found? |
| 2) What do carbohydrates provide? | 9) What is the polysaccharide in animals? |
| 3) What is the difference between a monosaccharide, disaccharide, and a polysaccharide? | 10) Where does glycogen get stored? |
| 4) What is the empirical formula of all carbohydrates? | 11) What is cellulose and where is it stored? |
| 5) What is the chemical formula for glucose? | 12) Can humans digest cellulose? |
| 6) What is special about monosaccharides? | 13) What is hydrolysis? |
| 7) Write the chemical formula for polysaccharides. | 14) What is a dehydration reaction? |

Standard 2: Lipids

- I can describe the structure and importance of lipids, including the difference between saturated and unsaturated fatty acids
- I can discuss the role of lipids in nutrition

Key Words:

Lipids
Hydrophobic

Cholesterol
Steroids

Unsaturated fat
Saturated fat

Phospholipids
Hydrophilic

Glycerol
Fatty acid

| Beginning (9) _____ | Developing (13) _____ | Proficient (17) _____ | Mastery (20) _____ |
|--|--|---|--|
| <input type="checkbox"/> Take class notes AND <input type="checkbox"/> Row 2 of your "Biochemistry Organizer" | <p>Be prepared to have an oral quiz on questions from your notes* (from the video). I will ask five random questions. You must get all correct without looking at notes to be considered Developing.</p> <p><input type="checkbox"/> Bozeman Science: Lipids</p> <p>Use your notes from the video to answer the "Important Questions" for this standard. -</p> | <p>Paper Molecular Models:</p> <p><input type="checkbox"/> Model formation of a triglyceride through dehydration synthesis. Be able to explain the process to your teacher.</p> <p>AND</p> <p><input type="checkbox"/> Model digestion of a triglyceride through hydrolysis. Be able to explain the process to your teacher.</p> | <p><input type="checkbox"/> Take the online quiz and get an 80% or better.</p> <p>OR</p> <p>Teach your peers about this standard using:</p> <p><input type="checkbox"/> Google Slide Presentation or Prezi</p> <p><input type="checkbox"/> Podcast or Video</p> <p><input type="checkbox"/> Artwork</p> <p>OR</p> <p><input type="checkbox"/> Watch "SuperSize Me" movie and complete the worksheet that goes along with it. Carefully answer all "Questions to Ponder" in complete sentences.</p> |

Important Questions for Standard 2: Lipids

- 1) What is another word for lipids?
- 2) What is the fat found in butter and olive oil called?
- 4) When we eat fat, what do we get from it?
- 5) What other things do fats/lipids provide?
- 6) Where does the energy come from in a lipid?
- 7) Draw a simple diagram of a triglyceride.
- 8) What is the difference between a saturated fat and an unsaturated fat?
- 9) Which one is solid versus liquid at room temperature and why?
- 10) How is margarine made?
- 11) Which one is least good for us?
- 12) What are phospholipids?
- 13) Why does oil separate from water?
- 14) What does cholesterol do for the cell membrane?

Evidence Cover Sheet for Goal Objective 1.1

Visual Art

Directions: Click on the link for the language that you submitted last spring: [18-19 District Goals](#). In addition, here are the links to the [Transferable Skills](#) and [Vision of Student and Learner and Global Citizen](#).

Goal Objective 1.1: Students will engage in curricula that are designed in response to the district's vision of student as learner with an emphasis on transferable skills such as remain in alignment with state standards, and coherent within each discipline.

District Goal/Rationale: (How does this connect to the language in goal objective 1.1? More specifically, how does it connect to transferable skills, district's vision of student as learner, and align with state standards?)

We recognize that all students have artistic ability and deserve the independence and choice-based instruction they need to pursue their own artistic interests. Ongoing changes in the way art teachers deliver instruction and opportunities to students directly support the district's vision of student as learner especially as they support independent and collaborative work and creating and critiquing original work. We believe that the studio habits of mind and thinking skills that are emphasized in every art lesson are transferable and have lasting benefits for learning in all subject areas.

<https://drive.google.com/open?id=0B2WonaRuGMEzQWITZ1JWMmVHcVU>

Action: (What is the action?)

- Visual Art Teachers continue to design an increasing number of "personalized" art projects for all grade levels that give students opportunities to express their own opinions and emotions through their work.
- While skill development remains important, the primary learning objectives of most lessons relate to the development of "studio habits of mind" that empower students to be confident and purposeful makers and thinkers. Art teachers base curriculum development on their knowledge of the State Arts Curriculum Frameworks but the APS arts curriculum is also based on the eight studio habits of mind identified by the leading art educators in the country. This link shows how many aspects of the visual art curricula help students develop these studio habits of mind that form the framework for all lessons:
https://drive.google.com/file/d/1GmbIR2kbewAhlUzgiYKwse7q4_wE6zTB/view?usp=sharing
- In an increasing number of schools and across more grade levels students are being introduced to an instructional strategy called Teaching for Artistic Behavior (TAB). This strategy shifts many of the decisions during the art making process from the art teacher to each student. There is also a shift away

Description of Evidence:

Evidence is provided (click the link) in the form of images of student art work, images of students' written statements, curriculum documents, photos of TAB art rooms and other documents. This evidence reveals and explains the work that we are doing through TAB and also demonstrates the increasing emphasis that all art teachers are placing on social and emotional learning for all students.

https://drive.google.com/open?id=1n_MXTbHeUF7ZNzB8lFC7bJGuyBl2vVbE

What is TAB?

Teaching for Artistic Behavior or TAB is a style of choice-based art education that focuses on students, their interests, ideas, and choices. It views the child as an artist, and the art room as their studio.

Like adult artists, students select content and media for their work. They have full ownership of the process, direction and outcome of their artwork.

The art teacher's role is as facilitator, guiding students as they explore and problem-solve. The art teacher provides time, space, materials and information so that students can develop ideas, experiment and determine the most effective ways to bring their ideas to life. In TAB, the product is secondary to the development of the child, and his or her ideas. (Douglas & Jaquith, 2009)

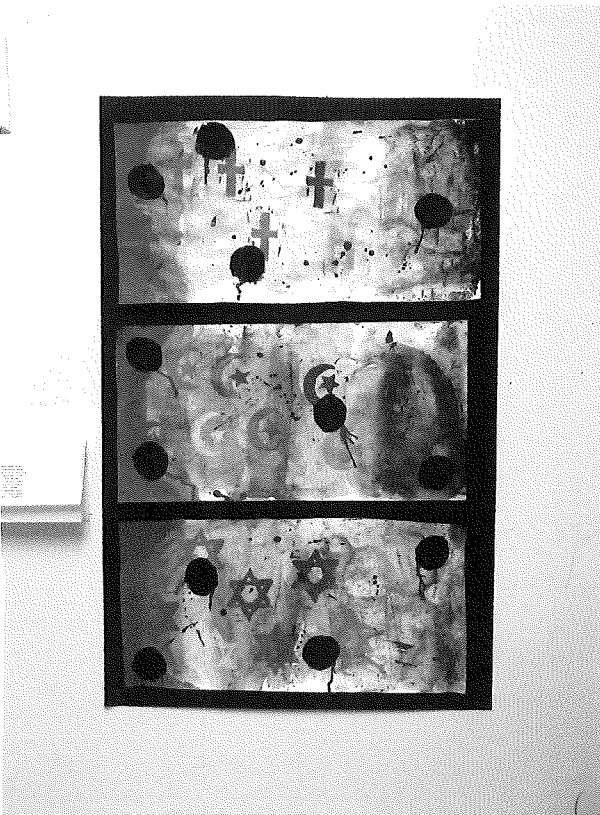
How Does TAB Support All Students?

The stages of artistic development follow the same sequence for everyone, yet they do not happen at the same age for everyone. TAB naturally differentiates learning, because students learn and explore at their own pace. The curriculum responds to student needs and connects with their motivations.

TAB guides children to think like artists. They become critical thinkers by implementing and working through their own ideas. Most of the artwork made in a TAB studio is not for exhibition. Play and experimentation are essential to creative development and confidence in artistic risk-taking. Process is valued over product to create an environment that supports creativity.

Visual Arts at OMS:

- Teachers: Ms. McKenna & Ms. Ford
- The seventh grade art program builds on the experience at the Gibbs where students have been working as independent artists and creative thinkers.
- The 7th Grade Art curriculum incorporates the 8 Studio Habits of Mind into each project. Students will:
 - *Develop their craft* - Student practice and refine new and familiar techniques
 - *Understand the art world* - Students learn about contemporary art and artists around them and the role of art in our world
 - *Envision their ideas & stretch & explore* - Students will develop their ideas using different materials and techniques and continue to adjust their design and explore new approaches to developing their project and it's content
 - *Express* - Students will create projects inspired by their personal experiences and interests
 - *Engage & Persist* - Students will learn to work intentionally as they develop projects and to find creative solutions as they meet challenges in their work
 - *Reflect* - students explain their projects & process with written statements for each piece they make - explaining their vision for the work and the process they used to create the final product
- 7th graders' hard work culminates with an art exhibition each term that includes two pieces of art by every student



See student artist's
comment on next page
→

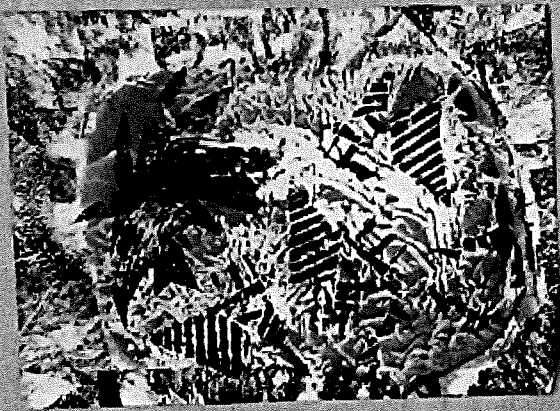
Ruined Color

Dedicated to the 70 lives lost in Christchurch, Charleston, and Pittsburgh.

7th grader

There have been many incidents of murder, hate, and gun violence towards certain people because of their race or religion in the past few years. These three prints specifically represent the Mosque shooting in Christchurch New Zealand, The shooting at a black methodist Episcopal Church in Charleston, South Carolina, and the Pittsburgh Synagogue shooting. I am Jewish, and this specific topic is especially important to me. Pure hate ruins beautiful colorful people that don't deserve such short lives. We need to stand up, and kill hate with love. I represented this powerful topic in my print by using a beautiful array of color fading into greys and blacks. Then, I stamped religious symbols on top, beautiful colorful people, unaware, and scattered around each piece. And finally, bullets. Pure black, dark, circles of hate . Ruining lives. Killing. Destroying. It was super hard to create each piece, and place everything right, but it was worth the work. I hope this piece gets you thinking about ways we can all take action, and help prevent horrifying attacks such as these from happening in our future.

PART OF TAB station at Dallin



PAPIER MÂCHÉ
means "chewed up
paper" in French.
😊

Step 1: ENVISION
the sculpture
you want to create.

Step 2: SKETCH
your idea and
make a list of
materials you will
need

Step 3: BUILD
an ARMATURE
or skeleton for
your sculpture.

Dallin Visual Art Program - 2019

The Dallin visual art program is one of three elementary schools in Arlington piloting T.A.B. – Teaching for Artistic Behavior, in grades 1-5. This is a nationally recognized choice-based art teaching approach. This approach treats children as artists and helps them develop the skills to set up, and clean up their own studio spaces, and to create art inspired by their own ideas and interests. Students are encouraged to work with their strengths and explore art media that interests them.

Choice-based learning provides opportunities for students to develop 21st century skills such as problem solving, innovation, collaboration, communication, inquiry, initiative, leadership, and cross-cultural skills.

We are also teaching the Studio Habits of Mind in the Dallin Art Room (Reflect, Observe, Express, Engage and Persist, Understanding Art Community/Envision, Develop Craft, Stretch and Explore) which helps students see how their art-making connects with some of their deepest learning.



THINK

USER

Collage is
(flat) objects

gluing 2D

together to

make a

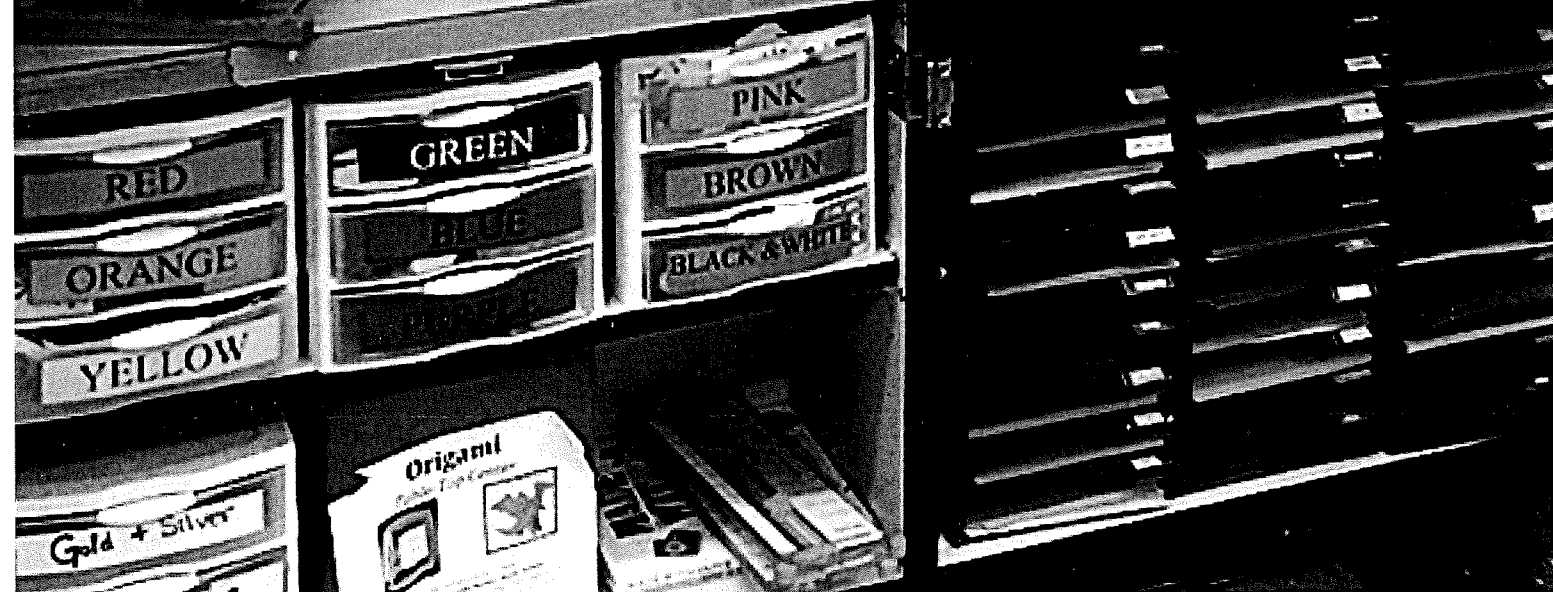
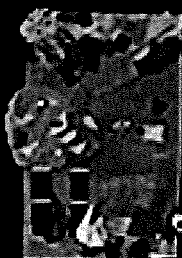
picture.

COLLAGE

How To
Upload To
Artsavia

COLLAGE

1. Choose a theme
2. Select materials
3. Cut out pieces
4. Arrange pieces on the page
5. Add glue
6. Attach pieces
7. Add details



| Name | Art | Studios | Explored | 11/5/18 |
|-----------|-----|---------|----------|---------|
| Uma | | | | S S |
| Claire | | | | S |
| Dylan | | | | P |
| Wen | | | | |
| Idin | | | | |
| Harvey | | | | |
| Dathamesh | | | | |
| Anika | | | | P |
| Ruby | | | | |
| Family | | | | |
| Hailey L. | | | | |
| Leo | | | | |
| Vincent | | | | |
| Max | | | | |
| Annabel | | | | |
| Ivari | | | | |
| Ray | | | | |
| Megha | | | | |
| Collin | | | | |
| Jack | | | | |
| Hailey S. | | | | |
| Amiketh | | | | |
| Tyler | | | | |



8th Grade

"portrait of the potential of smoking"

The original title of this painting is "Portrait of Guidobaldo da Montefeltro duke of Urbino" and the original artist was Raphael and was made in 1503. I chose this particular painting to remix because at first I wanted a front and center portrait which this painting had. The topic I chose to represent in this painting was the effects of smoking or just drug abuse. I'm trying to convey how this may affect you in the future by causing you to grow wrinkles and grey hair before you probably should, you may also get hooked in it so much that your family and friends might drift away from you and you could possibly lose your job. I chose this topic because it's just something that has happened to some of my mom's friends before, they were so hooked on some kind of drug one of them died. I showed this in my remix by having little squares and rectangles and some other shapes be a portal into the future to show how using this drug may affect you in the future. In this case I made them smoking something, it can either be a regular cigarette or something even worse like marijuana. The parts of this piece that I kept were the facing forward portrait and that's really it. To create this piece I used watercolors and a white gel pen for the outline. One of the challenges that I had while creating this piece was how to control where the water went in some places and the wetness of the paint. I really like how it turned out and at first I was going to draw eyes but as I made a couple drafts I realized that they didn't really look that good so I decided to just heavily shade that area.

Artist's Statement

8th Grade

A Colored Word Collection

For my project, I created a collection of words accompanied by significant colors in my life. Different colors have always had importance in my life. I am heavily influenced by the environment around me. I got the idea for this project when I redid my bedroom. I took a long time deciding what color to paint my walls, because I knew the color would impact my mood and comfort. To make this project I used acrylic paints, gouache and tempera cakes, found objects, foam board, chalk pastel, stamps, and ink. While making this project I would think of a significant color in my life and then write a collection of words to go along with it. I refrain from using the word "poem" because really, I am probably the only one who understands them. They aren't poetic and probably won't make sense to you. I will not try to explain these collections of words because they won't mean anything to you. This project is an expression of the significance I put on the colors we see everyday.



Anna-Maria
7th Grade
Printmaking Project
"Rainy Road"

The event I based this piece of of was when I went into a downward spiral of emotions. Eventually the bottled up emotions exploded and I needed to get some help. I got help and suddenly a big weight was lifted off of my shoulders. This is important to me because it is now an inspiration to move forwards and never stop trying. I used a whole rainbow of colors to represent the place I am trying to reach. I carved an umbrella as my stamp to represent the hard times I went through. I made my print by putting down the colors I liked and dragging them across the paper. I had trouble trying to create the right pattern and having the right color pallet. I am very proud of this piece.

| | |
|---|-----|
| Grade | 3/4 |
| Generative Topics/ Essential Questions | |
| <p>What are the various materials, methods, and techniques used to create art?</p> <p>What do artists need to know to create art?</p> <p>How do artists effectively express their ideas?</p> <p>How do artists fill a community's needs?</p> | |
| <p style="text-align: center;">Develop Craft</p> <p><u>Technique:</u> Learning to use tools (e.g., viewfinders, brushes), materials (e.g., charcoal, paint). Learning artistic conventions (e.g., perspective, color mixing). <u>Studio Practice:</u> Learning to care for tools, materials, and space.</p> | |
| <p>Elements of Art / Principles of Design</p> <p>All of the following basic elements of art and the basic principles of design have been introduced and studied in grades K-5. Specific projects and units of study will emphasize some of these elements and principals and these will be identified in related lesson, project, and unit plans.</p> <p>The Elements of Art</p> <ul style="list-style-type: none"> • Line • Shape and Form • Value • Color • Space • Texture <p>The Principles of Design</p> <ul style="list-style-type: none"> • Balance • Unity • Contrast • Emphasis • Pattern • Movement and Rhythm | |
| <p>Possible Materials and Techniques</p> <p>Drawing: shapes, lines, color, textures, using various drawing materials to explore expressive mark-making, patterns, architectural/interior design, graphic design, industrial design, blind contour, shading techniques (i.e. stippling, cross-hatching), gesture</p> <p>3D construction: sculpture, clay, paper, found objects, assemblage, fibers, weaving, mixed-media, mask-making, papier-mâché, non-adhesive joinery (tab/slot construction), wire, relief sculpture, plaster</p> | |

The Arlington Public School Visual Art Curriculum

2D construction: texture, overlapping, collage, mixed-media, water-media resist

Printmaking: block printing, mono printing, relief printing, collograph

Painting: brush use, color theory (hues and values, monochromatic), color wheel (analogous), textures, overlapping, patterns, texturing

Observe

Learning to attend to visual contexts more closely than ordinary "looking" requires, and thereby to see things that otherwise might not be seen.

Students will:

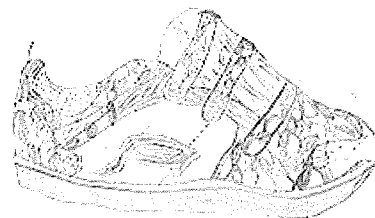
create 2D and 3D representational artwork from direct observation in order to develop skills of perception, discrimination, physical coordination, and memory of detail (3.4)

demonstrate the ability to recognize and describe the visual, spatial, and tactile characteristics of their own work and that of others (5.5)

begin to analyze a body of work, or the work of one artist, explaining its meaning and impact on society, symbolism, and visual metaphor (5.11)

compare examples of works in one arts domain from several periods or cultures and explain the extent to which each reflects function, customs, religious beliefs, social philosophies, aesthetic theories, economic conditions, and/or historical or political events (6.7)

compare examples of works from several arts domains within a period or culture and explain the extent to which each reflects function, customs, religious beliefs, social philosophies, aesthetic theories, economic conditions, and/or historical or political events (6.8)





Reflect

Question & Explain: Learning to think and talk with others about an aspect of one's work or working process.

Evaluate: Learning to judge one's own work and working process and the work of others in relation to standards of the field.

Students will:

use the appropriate vocabulary related to the methods, materials, and techniques (1.7)

as a class, develop and use criteria for informal classroom discussions about art (4.3)

describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation (5.0)

explain strengths and weaknesses in their own work, and share comments constructively and supportively within the group (5.4)

when viewing or listening to examples of visual arts, architecture, music, dance, storytelling, and theatre, ask and answer questions such as, "*What is the artist trying to say?*" "*Who made this and why?*" "*How does this work make me feel?*" (6.1)

interpret the meanings of artistic works by explaining how the subject matter and/or form reflect the events, ideas, religions, and customs of people living at a particular time in history (6.3)

learn to thoughtfully investigate and inquire about works of art by asking questions (Who?, What?, When?, Where?, Why?, How?)

Engage and Persist

Learning to embrace problems of relevance within the art world and/or of personal importance, to develop focus and other mental states conducive to working and persevering at art tasks.

Students will:

expand the repertoire of 2D and 3D art processes, techniques, and materials with a focus on the range of effects possible within each medium, such as: 2D transparent and opaque media, wet, dry, stippled, blended, wash effects; relief printmaking effects; 3D - mobile and stabile forms, carved, molded, and constructed forms (1.5)

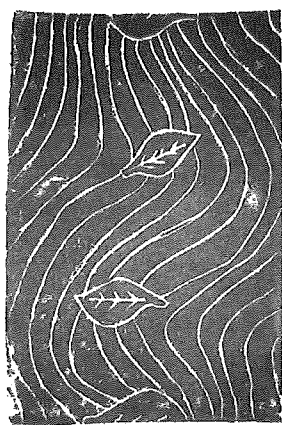
create symbolic artwork by substituting symbols for objects, relationships, or ideas (3.5)

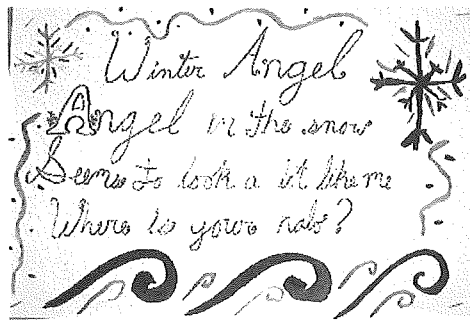
produce work that shows an understanding of the concept of craftsmanship (4.4)

explore the fine arts to understand the role visual artists play in communities.

explore the various types of design to understand the role of designers in solving problems, communicating messages, and improving functionality in daily life.

explore the various genres of craft which refers to the family of artistic practices within the decorative arts that traditionally are defined by their relationship to functional or utilitarian products (such as sculptural forms in the vessel tradition) or by their use of such natural media as wood, clay, glass, textiles, and metal.





Envision

Learning to picture mentally what cannot be directly observed and imagine possible next steps in making a piece.

Students will:

create artwork that employs the use of free form symbolic imagery that demonstrates personal invention, and/or conveys ideas and emotions (3.6)

for space and composition, create unified 2D and 3D compositions that demonstrate an understanding of balance, repetition, rhythm, scale, proportion, unity, harmony, and emphasis (2.11)

demonstrate the ability to describe preliminary concepts verbally; to visualize concepts in clear schematic layouts; and to organize and complete projects (4.5)

create more complex, expressive art based on imagination, memory and observation.

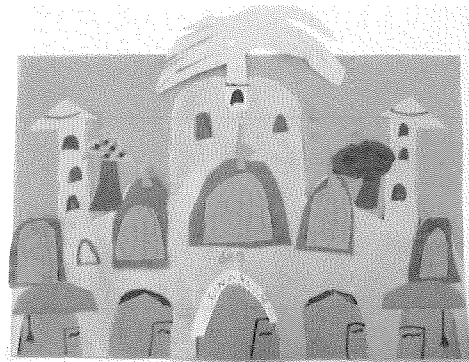
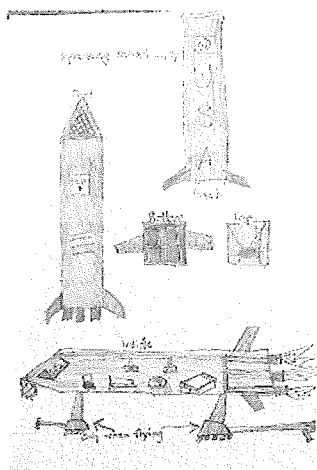
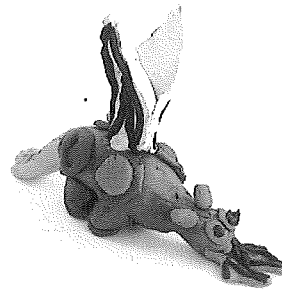
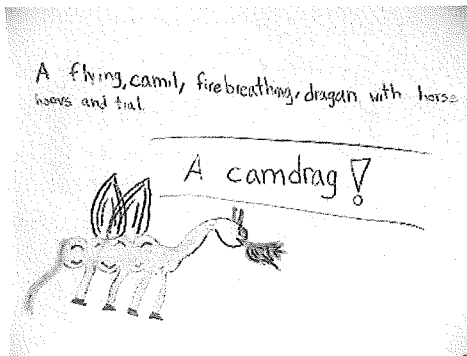
utilize design concepts for specific purposes when expressing an idea, emotion, or non-verbal message, i.e. portraying details, depicting action, using color to express mood, and using repetition to create visual rhythm.

develop problem solving skills and effective and inventive use of media.

anticipate and predict with greater accuracy the outcomes of certain actions they decide to take in their work.

develop the ability to use their imaginations to draw, paint and sculpt places, human characters, creatures, objects and other imagery that does not previously exist.

The Arlington Public School Visual Art Curriculum



Express

Learning to create works that convey an idea, a feeling, or a personal meaning.

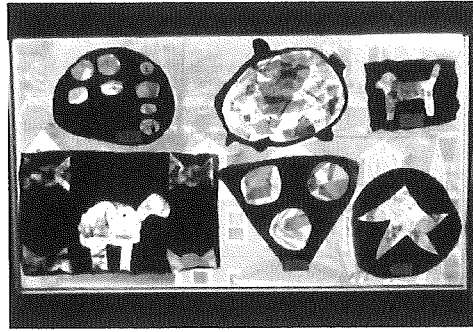
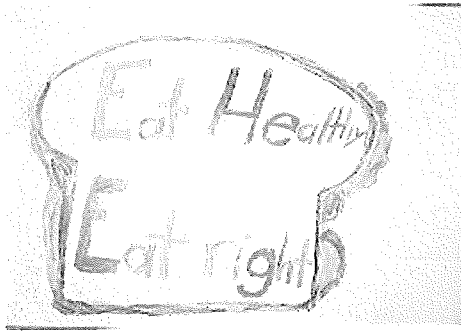
Students will:

create symbolic artwork by substituting symbols for objects, relationships, or ideas (3.5)

create artwork that employs the use of free form symbolic imagery that demonstrates personal invention, and/or conveys ideas and emotions (3.6)

continue to explore the differences between representational and non-representational artworks and how each style expresses ideas and feelings differently.

explore how artists express ideas and feelings within artworks by utilizing the elements and principles of carefully chosen subjects to represent their ideas.



Stretch & Explore

Learning to reach beyond one's capacities, to explore playfully without a preconceived plan, and to embrace the opportunity to learn from mistakes and accidents.

Students will:

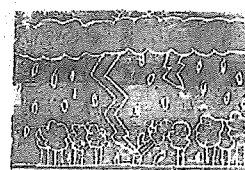
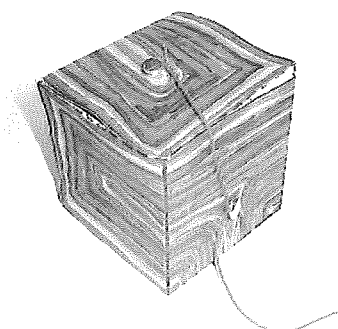
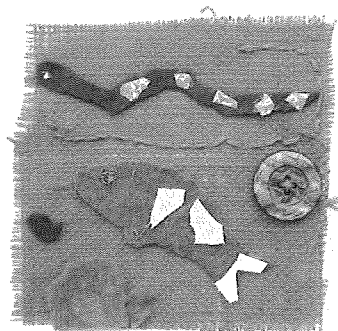
create 2D and 3D artwork that explores the abstraction of ideas and representations (3.9)

integrate knowledge of dance, music, theatre and visual arts and apply the arts to learning other disciplines (10.1)

begin to understand how to push the limits of materials to discover original techniques and effects in their work. This includes accepting the "accident" as an integral part of the creative process.

experiment with using materials, methods and tools in multiple ways to achieve a variety of effects, both anticipated and unexpected.

expand their ideas further by exploring additional possible directions for a work of art, for example, working in series of artworks revolving around a central theme.



Understand Art World

Domain: Learning about art history and current practice.

Communities: Learning to interact as an artist with other artists (i.e., in classrooms, in local arts organizations, and across the art field) and within the broader society.

Students will:

demonstrate the ability to describe the kinds of imagery used to represent subject matter and ideas, for example, literal representation, simplification, abstraction, or symbolism (5.6)

investigate uses and meanings of examples of the arts in children's daily lives, homes, and communities (6.2)

compare examples of works in one arts domain from several periods or cultures and explain the extent to which each reflects function, customs, religious beliefs, social philosophies, aesthetic theories, economic conditions, and/or historical or political events (6.7)

compare examples of works from several arts domains within a period or culture and explain the extent to which each reflects function, customs, religious beliefs, social philosophies, aesthetic theories, economic conditions, and/or historical or political events (6.8)

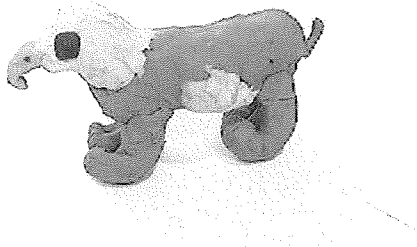
The Arlington Public School Visual Art Curriculum

investigate how artists create their work; read about, view films about, or interview artists such as choreographers, dancers, composers, singers, instrumentalists, actors, storytellers, playwrights, illustrators, painters, sculptors, craftspeople or architects. (7.1)

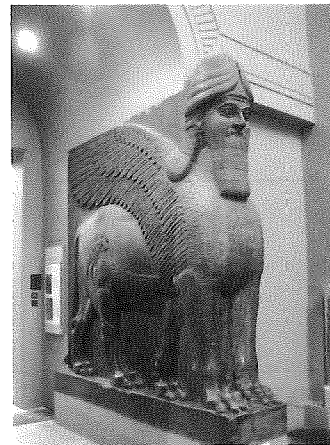
identify and describe characteristic features of genres and styles from a variety of world cultures and cite well-known artists associated with these styles 8.5

learn to appreciate themes, types, and styles of art, by examining the functions and cultural origins of artworks from different eras.

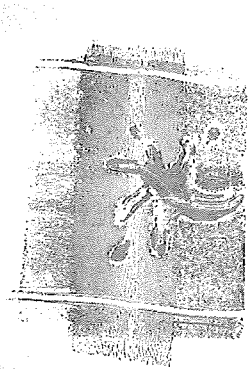
learn that creating and studying art can be a life-long career using innovative and traditional methods.



Student Work, Grade 3



Human-headed Winged Lion of Nimrud,
Mesopotamia, 883-859 B.C.

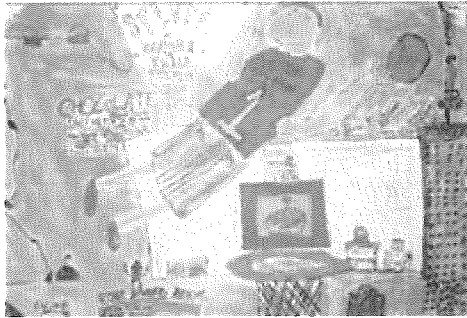


Student Work, Grade 3



Jana Blou, *Magnolia Monoprint I*, 2007

The Arlington Public School Visual Art Curriculum



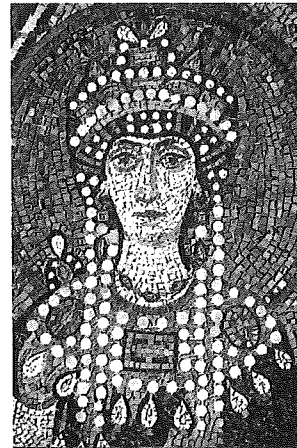
Student Work, Grade 4



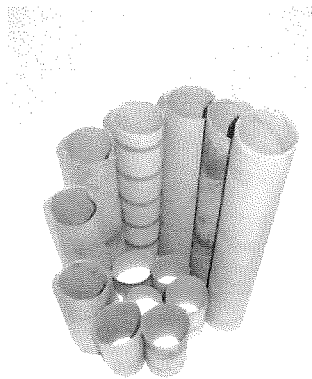
Aaron Meshon, editorial illustration for *Texas Monthly* magazine, 2005



Student Work, Grade 3



Byzantine mosaic, *The Empress Theodora and Retinue (detail)*, The Basilica of St. Vitale, 547 AD

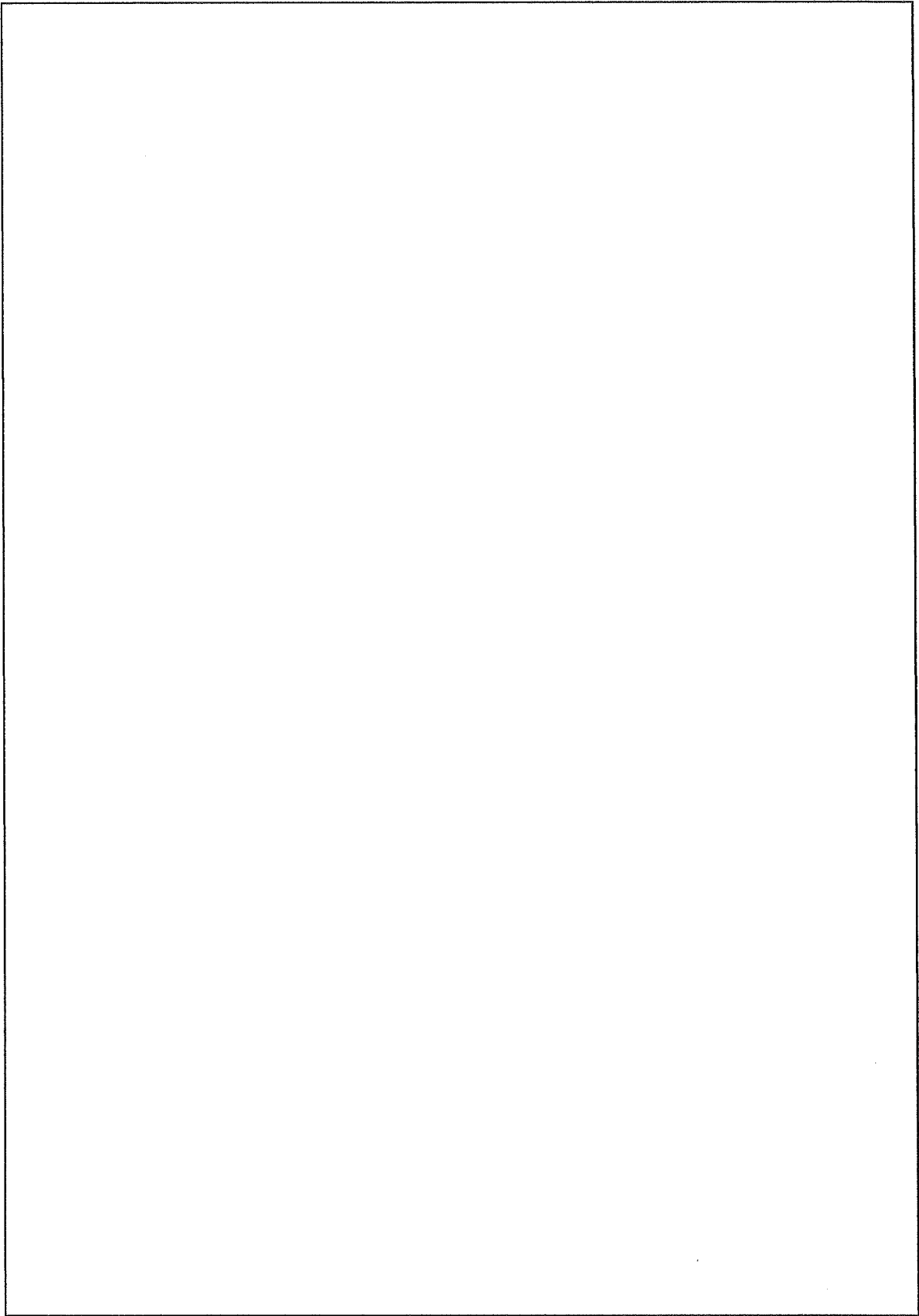


Student Work, Grade 4



Tara Donovan, *Untitled (Styrofoam cups)*, 2003

The Arlington Public School Visual Art Curriculum



The Arlington Public School Visual Art Curriculum

Gibbs Art Show!

Work by 3rd Trimester Classes and Art Club!

Thank you for coming to our show. I am so proud of the artwork here as it is a representation of the creative efforts that I see every day from Gibbs Students. I am continuously astounded by the level of artistic intelligence that our artists display. I only wish you could see how focused and excited your 6th grader gets when they solve creative issues within their art, learn a new technique, or complete a piece that they have worked on for weeks.

The ownership of the art that students at this age feel is an important part of discovering independence. For each project they use their own inspirations to achieve the visual message that they are trying to communicate. I make it clear that if it is not meaningful to them, there is no point in continuing a piece. At this point we discuss how we can alter it, start over, or keep going in order to make it what they want it to be. This sometimes makes artists at this age come to terms with their experience and feelings about art. If they are insecure about it, why? I often ask what their 5 year old self would do, they always smile at that. Then I ask them to go with that smile, and allow themselves to reach beyond what they are scared of. Try the thing they want to try, with practice, they WILL get better.

I tell them that I am only here to teach technique, and manage the energy in the room. They are on their own with what they will make and how it will happen. Planning and time management becomes important as they know they have to finish for the show.

We discuss failure in art, and how mistakes are the beginning of success. We practice positivity in our own efforts, persistence, and commitment to ideas. The result is a deeper understanding of how art can be a form of communication, and self expression in whatever form it may take, as well as something to appreciate and enjoy.

I think you will see the individuality in each work. I hope that you enjoy.

Thank you for a wonderful year!

Alecia Serafini
Gibbs Visual Arts Teacher

Evidence Cover Sheet

Directions: Click on the link for the language that you submitted last spring: [18-19 Goal Objectives](#). Please use the language from that document for the cover sheet.

Goal:

Goal 1. Objective 1.1 Students will engage in curricula that are aligned with the state standards, coherent within discipline, and focuses on department/school designated transferable skill(s).

Progress:

The elementary worked on the development and implementation of Backyard games into the curriculum.

Evidence/Metrics:

Development and Implementation of games attached.

Evidence for Goal 1.1 - Elementary

Backyard Games:

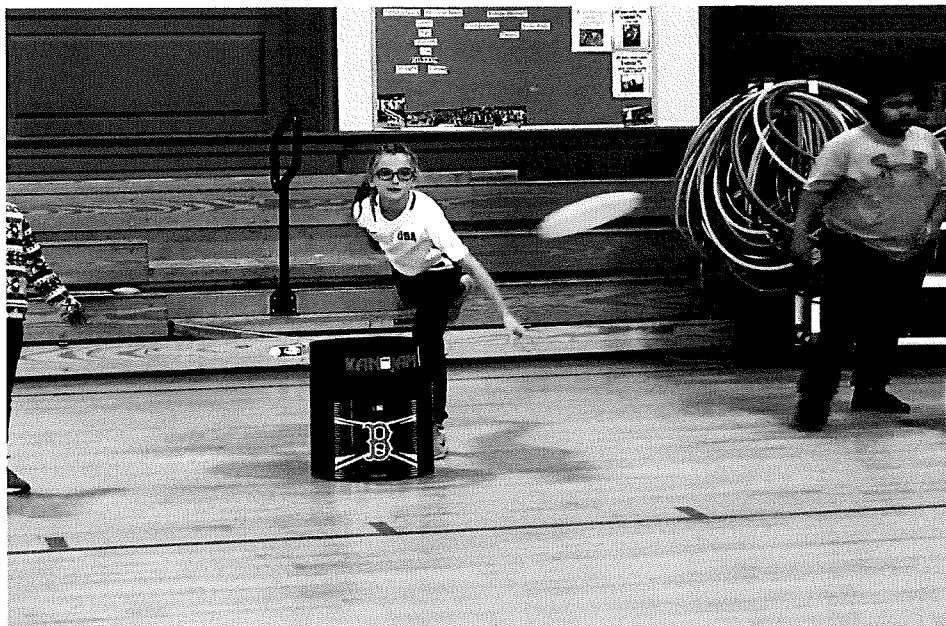
Notes from 1/29 meeting

Brackett PTO recently purchased equipment for the backyard games unit which included 2 (cornhole boards, ladder ball, bocce, and Kan Jam)

We spent time going over the rules to each game and how to modify for the elementary level. Some of the modifications included- moving the boards closer together, using a running score instead of cancelling score system, throwing from one side to avoid students on the other end getting hit, and playing to a lower point total to win the round.

We also spent time share best practices for these games as some of the staff have already used backyard games as part of their curriculum.

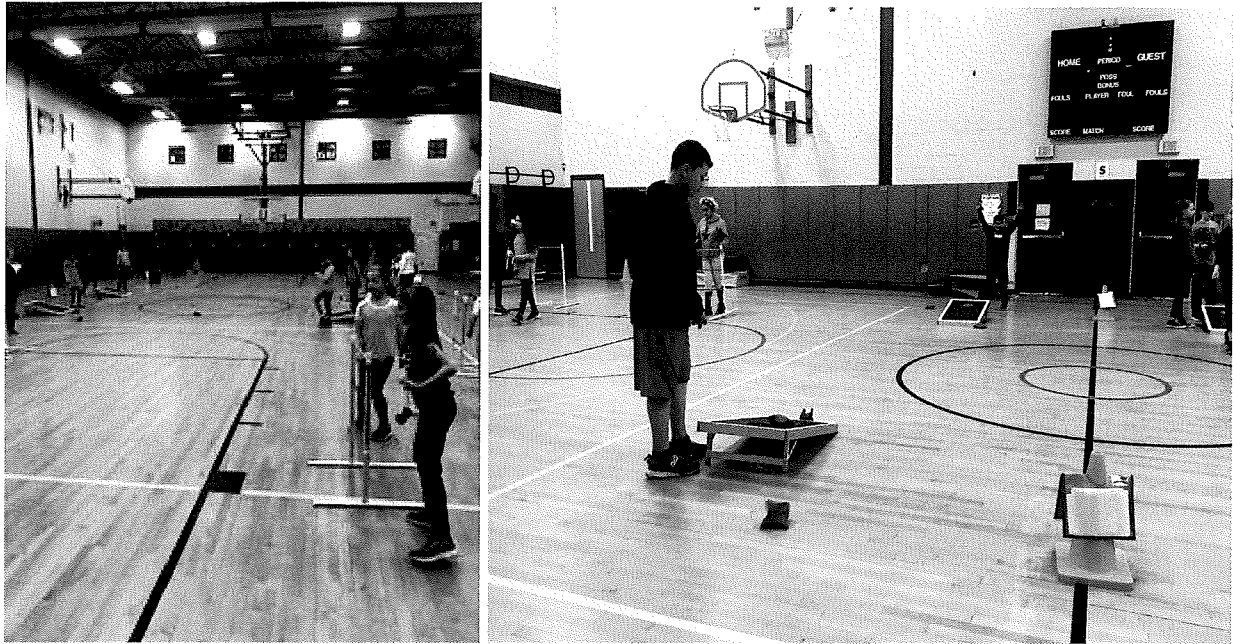
During the 2018-2019 school year the elementary Physical Education staff added alternative small group games such as Kan Jam (pictured below at the Bishop School), Cornhole, Horse Shoes, and Spike Ball to the Spark Curriculum in an effort to engage all students and get them excited about learning Physical Education skills. These are all team games that are usually played competitively but can also be played cooperatively. These games can also help students work on social and emotional skills as well as the Physical Education Skills.



Backyard Games:



The game Striker allows many students to play at the same time. The first two students waiting to go in next are the officials and they watch the game. They are the officials and if there is a play that is unclear those two students make the call to do the play over again.. This game can be played with 1 or 2 students at each flag. They defend their flag while trying to score under someone else's flag.



Ladder Ball, Kan Jam, and Corn Hole at Brackett



Student Goal: Spikeball



Student goal: Striker

Responsive Classroom:

Implemented responsive classroom language-

"I notice Bill, Sue, and Frank sitting quietly on the circle"

"What is the group plan"

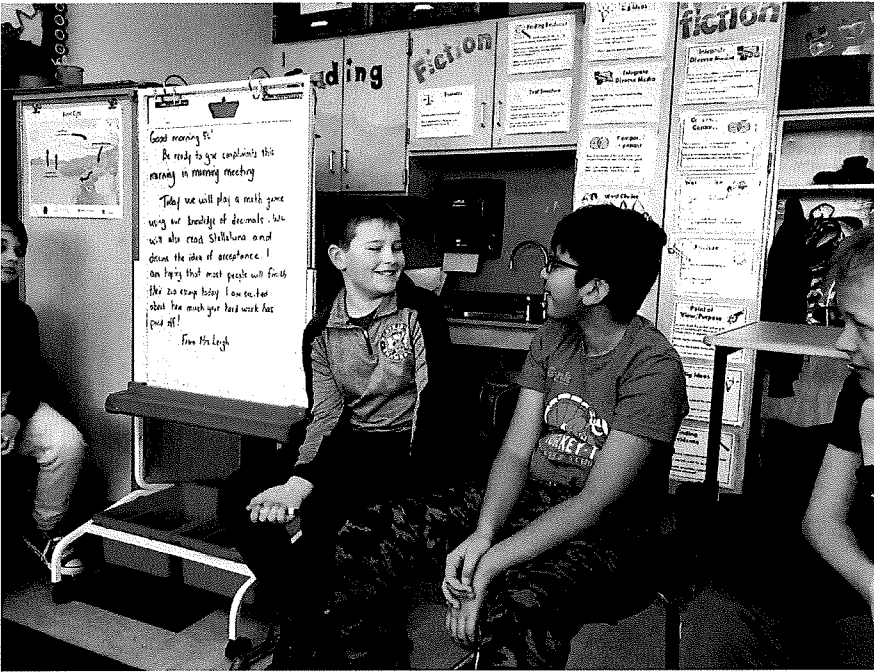
"Who would like to model an overhand throw"

Opening and closing circles

Implemented more student choice in lessons

At Thompson this year, all specialist teachers have 1st period prep so that classroom teachers can carry out morning meeting with their students. It has been helpful to join classrooms during their morning meeting to engage with students in icebreakers and greetings as well as maintain the same language.

Morning Meeting during 5th Grade



Implemented responsive classroom language-

"I notice Bill, Sue, and Frank sitting quietly on the circle"

"What is the group plan"

"Who would like to model an overhand throw"

Opening and closing circles

Evidence Cover Sheet

Directions: Click on the link that for the language that you submitted last spring: 18-19 Goal Objectives. Please use the language from that document for the cover sheet.

Goal:

Goal 1. Objective 1.1 Students will engage in curricula that are aligned with the state standards, coherent within discipline, and focuses on department/school designated transferable skill(s).

Progress:

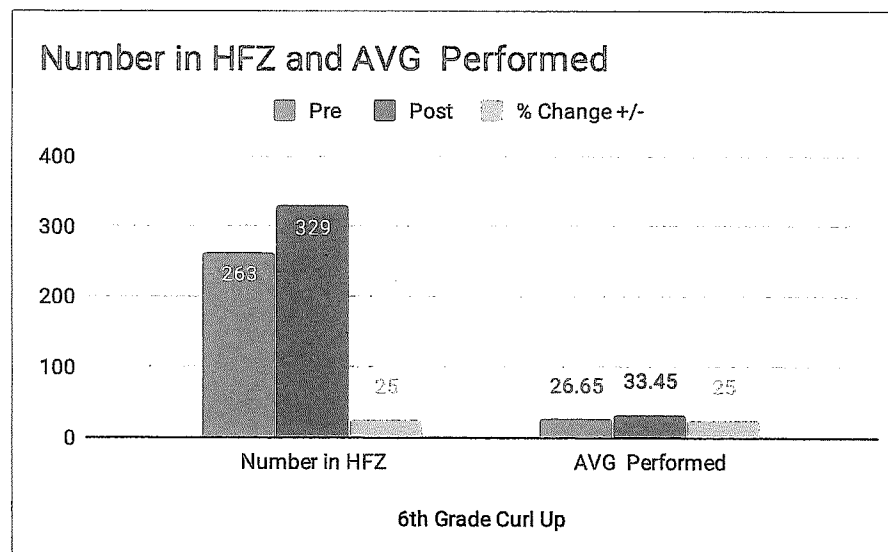
This years Ottoson and Gibbs student goal for the 18-19 focused on student improvement in the Fitnessgram assessment. Students numbers in the Health Fitness Zone from earlier in the year until the final assessment would increase by 10%. Grade 6 focus was on Curl Ups, grade 7 focus was on Push Ups and Grade 8 focus was on the Pacer.

Evidence/Metrics:

Results were put on graphs and are attached.

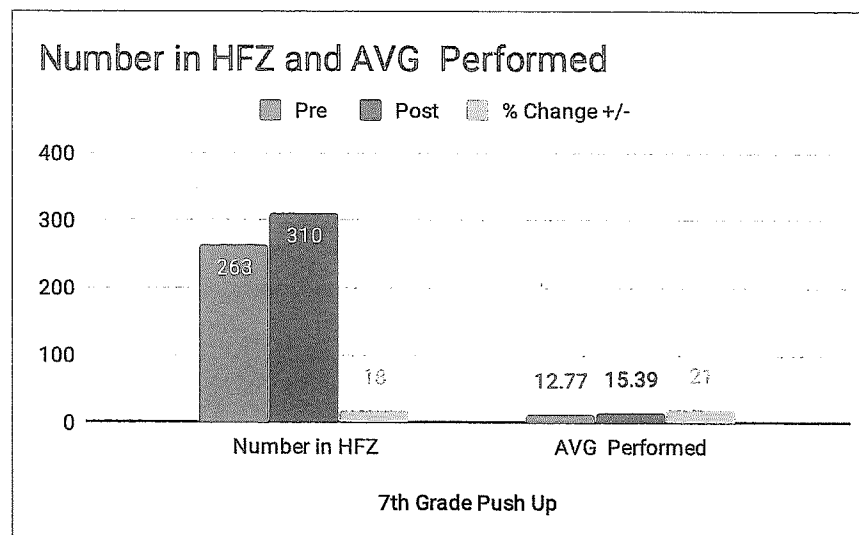
| 6th Grade Curl Up | Pre | Post | % Change +/- |
|-------------------|-------|-------|--------------|
| Number in HFZ | 263 | 329 | 25 |
| AVG Performed | 26.65 | 33.45 | 25 |

Assumes age of 12
Minimum # for HFZ is 18



| 7th Grade Push Up | Pre | Post | % Change +/- |
|-------------------|-------|-------|--------------|
| Number in HFZ | 263 | 310 | 18 |
| AVG Performed | 12.77 | 15.39 | 21 |

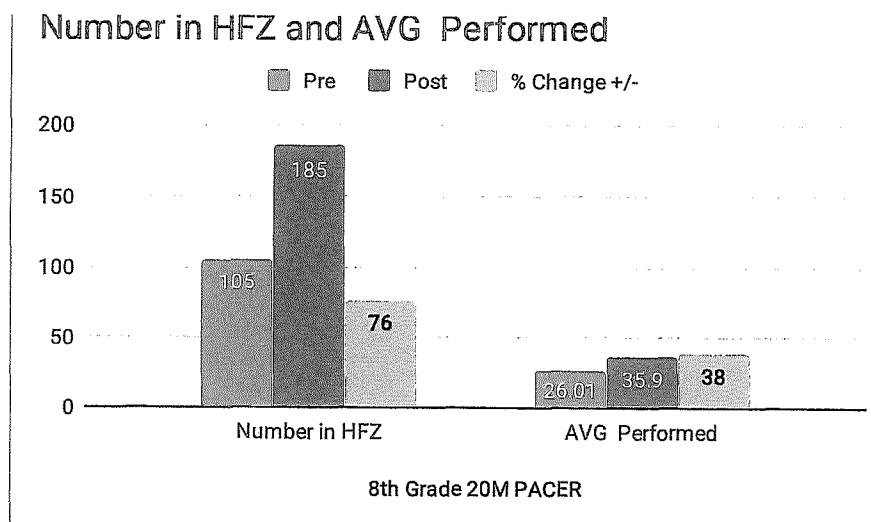
Assume age is 13
10 is the average HFZ requirement for boys and girls.



Number in HFZ and AVG Performed

| 8th Grade 20M PACER | Pre | Post | % Change +/- |
|---------------------|-------|------|--------------|
| Number in HFZ | 105 | 185 | 76 |
| AVG Performed | 26.01 | 35.9 | 38 |

Assumes age of 14
32 is the average HFZ
requirement for boys
and girls.



Evidence Cover Sheet

Directions: Click on the link that for the language that you submitted last spring: [18-19 Goal Objectives](#). Please use the language from that document for the cover sheet.

Goal:

Goal 1. Objective 1.1 Students will engage in curricula that are aligned with the state standards, coherent within discipline, and focuses on department/school designated transferable skill(s).

Progress:

The high school Students demonstrated their understanding of cardiovascular fitness and practices by successfully using the Polar heart rate monitors to reach and track their target heart rate zones.

Evidence/Metrics:

Student Details entered into the GO FIT online Program for Heart Rate Monitoring during class.

GH SCHOOL



Q4

04.04.2019 - 06.19.2019

Student details

Ongoing

04.04.2019 - 06.19.2019

FITNESS BMH Q4

ent period: 04.04.2019 - 06.19.2019

| | Target | 50-60% | 60-70% | 70-80% | 80-90% | 90-100% | Calories | Evaluation |
|--|------------|----------|----------|----------|----------|----------|----------|------------|
| | 0/ 20 min | 00:00:00 | 00:00:00 | 00:00:00 | 00:00:00 | 00:00:00 | - | Fail |
| | 33/ 20 min | 00:01:17 | 00:06:52 | 00:10:31 | 00:11:46 | 00:03:50 | - | Excellent |
| | 40/ 20 min | 00:11:30 | 00:24:49 | 00:14:35 | 00:01:05 | 00:00:00 | - | Excellent |
| | 36/ 20 min | 00:02:11 | 00:06:15 | 00:13:47 | 00:07:03 | 00:09:08 | - | Excellent |
| | 22/ 20 min | 00:33:39 | 00:19:57 | 00:01:38 | 00:00:00 | 00:00:00 | - | Excellent |
| | 34/ 20 min | 00:01:35 | 00:08:59 | 00:09:31 | 00:10:54 | 00:04:13 | - | Excellent |
| | 50/ 20 min | 00:11:30 | 00:27:13 | 00:06:45 | 00:13:50 | 00:02:34 | - | Excellent |
| | 25/ 20 min | 00:05:32 | 00:09:10 | 00:06:57 | 00:07:26 | 00:01:12 | - | Excellent |
| | 35/ 20 min | 00:22:11 | 00:17:10 | 00:07:17 | 00:09:49 | 00:01:12 | - | Excellent |
| | 27/ 20 min | 00:04:17 | 00:13:24 | 00:10:40 | 00:02:29 | 00:00:00 | - | Excellent |
| | 40/ 20 min | 00:16:53 | 00:16:56 | 00:12:22 | 00:06:05 | 00:04:41 | - | Excellent |
| | 31/ 20 min | 00:05:14 | 00:16:22 | 00:09:04 | 00:05:09 | 00:00:34 | - | Excellent |
| | 23/ 20 min | 00:27:05 | 00:20:07 | 00:02:48 | 00:00:00 | 00:00:00 | - | Excellent |
| | 40/ 20 min | 00:21:55 | 00:28:08 | 00:10:15 | 00:01:25 | 00:00:00 | - | Excellent |

Evidence Cover Sheet

Directions: Click on the link that for the language that you submitted last spring: [18-19 Goal Objectives](#). Please use the language from that document for the cover sheet.

History & Social Studies: Develop a plan for the alignment of APS history and social studies curriculum with new MA State Frameworks.

Objective 1.1 Students will engage in curricula that are aligned with the state standards, coherent within discipline, and focuses on department/school designated transferable skill(s).

Evidence/Metrics (numbers correspond to numbers written on evidence attached):

- 1) Opening presentation to elementary teachers: outlines in grades K-5, the preliminary work being done to align the current social studies curriculum with the new 2018 MA History & Social Sciences frameworks
- 2) Unpacking the 2018 History & Social Science Curriculum Framework: PowerPoint slides from the conference call department heads and curriculum directors throughout the state had on the new frameworks. There was also discussion about how different districts are organizing their curriculum in different ways.
- 3) DESE MA History Frameworks Workshop: attended a workshop hosted by Michelle Ryan from DESE about the new frameworks at Hudson High School. Attached here are my notes from the conference that we discussed at history department meetings.
- 4) Brainstorming document to outline the 6th and 7th grade history sequence between Gibbs and Ottoson
- 5) Email correspondence: documents the work/collaboration done with history department heads/curriculum directors throughout MA to discuss implementation of the new frameworks
- 6) First grade PD meeting agenda: first grade teachers looked through the new frameworks and annotated what they already do, what they still need to teach, and areas they have questions about
- 7) Presentation given to School Committee: outlines major curriculum initiatives moving forward (alignment with new frameworks) as well as details on the new 8th grade Civics course
- 8) Draft of new 8th grade Civics curriculum course: established units, essential questions, and began working on the first unit (aligned to new MA History Frameworks)

1

ARLINGTON RUNS ON HISTORY

Arlington Public Schools
History & Social Studies Department

New Elementary Teacher Orientation
Tuesday, August 21, 2018
Denny Conklin- Director of History & Social Studies, K-12

Follow us on Twitter!
@APShistorydept

Who Am I?

FACING HISTORY AND OURSELVES

Warming Up...

Leading Off...

"Democracy is becoming rather than being. It can easily be lost, but never fully won. Its essence is eternal struggle"
-William H. Hastie

What message is Hastie trying to get across? What does this quote mean to you? Feel free to connect it to something from your own life, history, current events, a book, movie, etc.

Focusing In...

TAKE A STAND

Debriefing

- Describe your experience in the "Take a Stand" activity
- Why do you think we just did that activity?
- How does it connect to your role in teaching students social studies?
- How does the activity connect back to the Hastie quote we looked at earlier?

"What the educator does in teaching is to make it possible for the students to become themselves"
-Paulo Freire

Mission Statement:

In Arlington Public Schools, teachers seek to engage students in the study of history and social studies through authentic instruction: having students experience history through interactive, real-life based activities, perspective-taking, and a critical analysis of history that makes connections to today's society. As part of their study of history, we also look to develop students' research, critical thinking, and writing skills as well as modeling and cultivating their ability to engage in civil discourse, leading students to be prepared to become active members of the society they live in.

Core Values

- Valuing authentic, real world experiences where students can 'do history.'
- Emphasizing historical thinking skills and mindsets
- Promoting civil discourse and collaboration among students
- Creating a more informed citizenry by building civic knowledge, dispositions, and participation.
- Allowing students to demonstrate, synthesize, and apply their knowledge of history in line with 21st century media skills

History & Social Studies Department Essential Skills

Academic Skills:

- Reading
- Writing
- Speaking & Listening
- Research
- Organization & Time Management
- Collaboration
- Note-taking

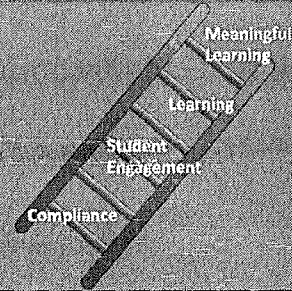


Historical Thinking Skills:

- Historical significance
- Evidence
- Continuity and change
- Cause & consequence
- Historical perspectives
- Ethical reflection
- Civic participation



Redefining Student Outcomes



GET READY FOR KINDERGARTEN

Essential Questions/Units:

- What is a map? What is a globe? What can we learn from them?
- What is a community?
- Tools of the Mind: regions/climates of the world- rainforest, tundra, savannah, oceans

PD/2018-2019 Initiatives:

- Civics & citizenship goals
- Re-aligning to new MA Frameworks

GET READY FOR 1ST GRADE

Essential Questions/Units:

- What can we learn from a map?
- Major US symbols/holidays
- What is a rule? Why do we have rules?
- What is culture?
- What should we know about Mexico & its traditions?
- What should we know about Africa & its traditions?

PD/2018-2019 Initiatives:

- Teaching revised ELA/SS unit on Fairy Tales & Rules/Civics; common assessment
- 2 Year Initiative- reviewing and revising Africa unit and making it culturally responsive

Step into SECOND GRADE

| <u>Essential Questions/Units:</u> | <u>PD/2018-2019 Initiatives:</u> |
|---|--|
| <ul style="list-style-type: none"> • What stories do maps and globes tell? • Civics & citizenship • Teosinte, El Salvador • Nagaokakyo, Japan • Arlington, Massachusetts • What is culture? What are the differences in the ways people live? | <ul style="list-style-type: none"> • Refine final common project-based assessment on the 3 cities |

THE SWEET LIFE *of 3rd grade*

| <u>Essential Questions/Units:</u> | <u>PD/2018-2019 Initiatives:</u> |
|--|--|
| <ul style="list-style-type: none"> • How does the geography of MA impact our lives? • Arlington history/gov't • Wampanoag people & culture • Pilgrims & the settlement of North America • The Road to the American Revolution | <ul style="list-style-type: none"> • Including diverse narratives in the curriculum (new books and materials) • Re-aligning to new MA Frameworks |

FOURTH GRADE FUN

| <u>Essential Questions/Units:</u> | <u>PD/2018-2019 Initiatives:</u> |
|--|---|
| <ul style="list-style-type: none"> • How does where you live shape how you live? • How has human migration shaped our nation? • Regions of the U.S. • Immigration Unit | <ul style="list-style-type: none"> • PD with Primary Source- "Straight from the Source" and Dallin Museum • 4th grade pilot @Hardy of "My World" Curriculum • New MA Frameworks |

fabulous FIVE 5TH Grade

| <u>Essential Questions/Units:</u> | <u>PD/2018-2019 Initiatives:</u> |
|---|---|
| <ul style="list-style-type: none"> • How did geography impact the development of the 13 colonies & the U.S.? • Politics & Economics in the 13 Colonies; Slavery • The American Revolution • The Constitution & Bill of Rights | <ul style="list-style-type: none"> • New curriculum map implementation; refine for 2019-2020 • Common assessment: Constitution & Civics • Align to MA Frameworks |

Resources Available to You:

All Grades:



- [Discovery Streaming](#)
- [Newsela](#)
- [Brainpop Jr.](#)
- ["Straight from the Source" close readings](#)
- [Geography Curriculum](#)

Textbooks:

- 3rd Grade: MA Our Home
- 4th Grade: TCI: Social Studies Alive- Regions of Our Country
- 5th Grade: TCI: Social Studies Alive: America's Past

District Wide:

- Shared Google Folders, Curriculum Maps, Your Colleagues!
- [History Department Website](#)

Looking Past Elementary School


6th Grade: Recurring Themes in Ancient Civilizations
 7th Grade: World Geography*
 8th Grade: World History 1*

Note: Beginning in the 2019-2020 school year, 7th grade will move to a new course called "Global Studies" and 8th grade will move to a Civics course

9th Grade: Modern World History
 10th Grade: US History 1
 11th Grade: US History 2

Electives: AP Psychology, AP Government, AP US History, AP Euro, Economics, Public Policy, American Pop Culture, Current Issues, American Law, History of MA, the Modern Middle East, Psychology and Human Behavior, Race & Society

Wishing You a Great Year!!!




dconklin@arlingtonk12.ma.us

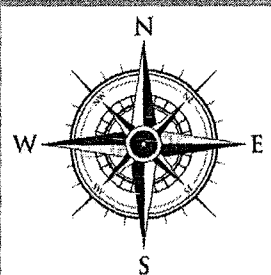
I want to support you by:

- Lesson planning/brainstorming
- Sitting in on lessons (non-evaluative)
- Finding you the PD you want
- Arranging SS field trips
- Finding the resources you need

I will email out resource links to you all!




Closing Out:



Need to know: What other information do you feel
you need to know in order to teach social studies
this year?

Worries: What worries do you have about
teaching social studies this year?



Excitements: What excites you about teaching
social studies?

Suggestions: What suggestions do you have for
ways to make social studies relevant to students?
(we?)

Name _____

School _____

Grade _____

Printed Out:

- Geography standards
- New initiatives/plans for this year
- Compass Points
- Discovery Streaming instructions

Emailed Out:

- Links to curric maps
- Links to shared folders
- Links to integrated units and to Teosinte Unit
- Link/how to for Discovery Streaming

2

Unpacking the 2018 History and Social Science Curriculum Framework

Part I : September 25, 2018
Professional Development Workshop
for Pre-K-12 Social Studies Teachers



Please sign in

<https://goe.g1/forms/sN02m1BD9SpaTvyv1>

When you are finished, simply close the tab and you will be taken back to this presentation



Objectives

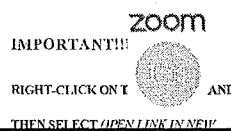
- Become familiar with the 2018 History and Social Science Curriculum Framework
 - A Renewed Mission: Education for Civic Life in a Democracy
 - Guiding Principles
 - History and Social Science Practice Standards
 - Literacy Standards for Reading, Writing, Speaking and Listening
 - Content Topic Standards
 - Appendices and Resources
- Compare the 2003 framework with 2018 framework and identify changes in the curriculum you will likely be teaching starting in the 2019-2020 school year



Suggestion

It is best to pair up with a colleague, preferably the same grade and subject, while going through this self-guided PD activity.

I am available to chat with you at any point in the PD activity by clicking on the green camera below. Best to use a Chromebook. You will need to have a webcam and microphone (or you can connect using your iPhone or Android device):



Plan your afternoon...

A Renewed Mission: Education for Civic Life in a Democracy
10 minutes

Guiding Principles
15 minutes

History and Social Science Practice Standards
15 minutes

Literacy Standards in History and Social Science
15 minutes



Plan your afternoon...

Content Topic Standards: Compare 2003 and 2018
40 minutes

Appendices and Resources
15 minutes

Reflect and What Next?
10 minutes

Signature of Completion



final slide in this presentation



LINKS will be activated at 2:00 p.m. (HS), 2:25 (MS), 2:55 p.m. (ES)

A Renewed Mission: Education for Civic Life in a Democracy

Page 9 of the 2018 MA History and Social Science Curriculum Framework

Primary purpose: prepare students to have the knowledge and skills to become thoughtful and active participants in a democratic society and a complex world.

Future of democracy depends on our students' development of knowledge, skills, and dispositions that will enable them to embrace democracy's potential, while recognizing its challenges and inherent dilemmas.



SPEND NO MORE THAN 10 MINUTES ON MISSION

A Renewed Mission: Education for Civic Life in a Democracy

Read the bulleted items on page 9 of the curriculum framework.

As you read through the page, highlight or jot down which of the items we (you) currently address or apply in your classes. How do you address or apply them? For those items that we (you) do not address or apply, how might you be able to address or apply them in your classes? Can you?

[Click here to share your responses \(and read others\).](#) Password: 2018HSS

When you are finished, simply close the tab and you will be taken back to this presentation.



SPEND NO MORE THAN 10 MINUTES ON MISSION

Guiding Principles for Effective History and Social Science Education

Pages 10-13 in the 2018 MA History and Social Science Curriculum Framework

Emphasizes clarity, rigor, and coherence

Addresses the development of the ability to reason well, the importance of historical thinking, the role of history and social science in improving reading comprehension, the use of data analysis in history and social science research, and the connections to social and emotional learning in the history and social science curriculum.



SPEND NO MORE THAN 15 MINUTES ON MISSION

Guiding Principles for Effective History and Social Science Education

Incorporated through Pre-Kindergarten to Grade 12 and across subjects within the History and Social Science field

Reflects overarching beliefs, mindset, and attitude toward the significance and importance of learning History and Social Science curriculum in every grade from Pre-Kindergarten to Grade 12

Not every principle must be applied in every grade and subject, but the overall spirit of these guiding principles is evident



SPEND NO MORE THAN 15 MINUTES ON MISSION

Guiding Principles for Effective History and Social Science Education

Identify ways in which these guiding principles are already applied in your current instruction and practice. Which principles are not reflected, and what are some ideas would you incorporate them in your current curriculum?

Focus on at least 3 guiding principles for this activity (be sure to focus on one that no one before you chose to focus)

[Click here to respond.](#)

When you are finished, simply close the tab and you will be taken back to this presentation!



SPEND NO MORE THAN 15 MINUTES ON MISSION

History and Social Science Practice Standards

Pages 19-20 in the 2018 MA History and Social Science Curriculum Framework

Designed to reflect the work of political scientists, economists, geographers, historians, and ordinary citizens

Intentionally designed to be integrated with the Content Topic Standards and Standards for Literacy in History and Social Science (Reading, Writing, Speaking and Listening)

Encompasses all of the elements of the research process, and are integral to a robust and rich social science curriculum.



SPEND NO MORE THAN 15 MINUTES ON MISSION

History and Social Science Practice Standards

1. Demonstrate civic knowledge, skills, and dispositions
2. Develop focused questions or problem statements and conduct inquiries
3. Organize information and data from multiple primary and secondary sources
4. Analyze the purpose and point of view of each source; distinguish opinion from fact
5. Evaluate the credibility, accuracy, and relevance of each source
6. Argue or explain conclusions, using valid reasoning and evidence
7. Determine next steps and take informed action, as appropriate



SPEND NO MORE THAN 15
MINUTES ON MISSION

History and Social Science Practice Standards

Review the seven History and Social Science Practice Standards

Identify the standards that can easily be address and applied in the classes you teach. Once you identified them, choose **at least two to three** to focus on.

In the Google Doc (see link below), determine how the standards you identified can be measured or assessed in your classes. *Identify yourself and grade/subject you teach. Add rows to the table if necessary.*

[Click here to respond.](#)

When you are finished, simply close the tab and you will be taken back to this presentation!



SPEND NO MORE THAN 15
MINUTES ON MISSION

Literacy Standards in Reading, Writing, Speaking and Listening

Drawn from the MA English Language Arts and Literacy Curriculum Framework (2017). [PDF download]

Because learning civics, geography, history, and economics is dependent on and contributes to strong literacy skills, the framework contains Standards for Reading, Writing, and Speaking and Listening at each grade span or level.



SPEND NO MORE THAN 15
MINUTES ON MISSION

Literacy Standards in Reading, Writing, Speaking and Listening

Pre-Kindergarten and Kindergarten: see pages 29-30

Grades 1-2: go to page 40

Grades 3-5: go to page 61

Grades 6-8: go to page 90

Grades 9-10 and 11-12: go to page 155

Review the literacy standards in History and Social Science and reflect on how these can be incorporated (and assessed) in the classes you currently teach.

[Click here to share your reflections \(be sure to identify yourself\).](#)



When you are finished, simply close the tab and you will be taken back to this presentation!

SPEND NO MORE THAN 15
MINUTES ON MISSION

Content Topics Standards

- Either compare the 2003 and 2018 content standards or review sample pacing guides or syllabi of high school courses in World and U.S. history
- Also note the *Flexible Options for Teaching History and Social Science* texts:
 - Elementary (see page 21)
 - Middle Grades (see page 63)
 - High School Grades (see page 93)
 - Approaches to U.S. History, Civics, and Economics (see page 95)
 - Approaches to World History (see page 114)



SPEND NO MORE THAN 40
MINUTES ON MISSION

Content Topics Standards

Comparing the 2003 and 2018 content learning standards (grades K-8 only)

- Kindergarten - [click here](#)
- Grade 1 - [click here](#)
- Grade 2 - [click here](#)
- Grade 3 - [click here](#)
- Grade 4 - [click here](#)
- Grade 5 - [click here](#)
- Grade 6 - [click here](#)
- Grade 7 - [click here](#)
- Grade 8 - [click here](#)



SPEND NO MORE THAN 40
MINUTES ON MISSION

Content Topic Standards

World History I & II

Sample pacing guide or syllabus not yet developed. Review the Topic Standards in the 2018 Framework. Some considerations:

- World History I - as a half year course?
- Modern World History - as a full year course
However, rather than teaching the world wars and Cold War (leave these topics to U.S. History I & II), instead focus on African, Middle East, East & Southeast Asian, Central and South American histories in the twentieth century; impact and consequences of colonial rule and independence, globalization, military & political conflicts, and humanitarian crises, etc.



SPEND NO MORE THAN 40 MINUTES ON MISSION

United States History I & II

Sample Pacing Guides reflecting 2018 History and Social Science Curriculum Framework (incomplete)

- U.S. History I (1840 - 1920) - [click here](#)
Consideration: as a half-year course?
- U.S. History II (1920 - present) - [click here](#)

Content Topics Standards

- Identify positive changes and opportunities as well as implications and challenges in re-designing the course syllabus to reflect the 2018 curriculum framework

[Click here to share your impressions, concerns, and recommendations to moving forward \(with your grade level and/or subject you currently teach\)](#)

When you are finished, simply close the tab and you will be taken back to this presentation!



SPEND NO MORE THAN 40 MINUTES ON MISSION

Appendices and Resources

See pages 162-182 in MA History and Social Science Curriculum Framework

Support high expectations that all students will explore history and social science in depth:

- Applicability of the standards for English Learners and Students with Disabilities (p. 162)
- Research-based explanation of the importance of inquiry for student growth in learning (p. 167)
- Guidance on the selection and use of primary sources (p. 171)
- Updated and present annotated primary sources aligned to the standards for U.S. History (Appendix D, p. 173) and World History (Appendix E, p. 178)...

Resources Consulted: A selected bibliography, see p. 183



SPEND NO MORE THAN 15 MINUTES ON MISSION

Appendices and Resources

Companion document to this Framework: [Supplement to the 2018 Massachusetts History and Social Science](#). [Word document download]

It contains the following sections:

- Recommended Websites for Students and Teachers
- Massachusetts and Major New England Museums, Historic Sites, Archives, and Libraries
- Civic Holidays and Commemorations
- Massachusetts Civic Education History, 2011-2018

[Click here to identify benefits in using these appendices and resource to design and deliver instruction.](#)

When you are finished, simply close the tab and you will be taken back to this presentation!



SPEND NO MORE THAN 15 MINUTES ON MISSION

Review: Checklist and Reflect

Please check to make sure you have contribute to the following shared documents:

- [A Renewed Mission: Education for Civic Life in a Democracy](#) Password: 2018HSS
- [Outline Principles for Effective History and Social Science Education](#)
- [History and Social Science Practice Standards](#)
- [Literacy Standards in History and Social Science](#)
- [Content Topic Standards](#)
- [Appendices and Resources](#)

I encourage you to read others (and learn what other grades are doing/thinking). Feel free to comment or offer suggestions or ideas.

When you are finished, simply close the tab and you will be taken back to this presentation!



Congratulations! Part 1 completed!

Hopefully through this self-guided workshop, you now have a greater familiarity of the 2018 Massachusetts History and Social Science Curriculum Framework.

Click on the button below to indicate you have completed all tasks of this PD workshop (in order to receive your PDPs)! This button will be active starting at 2:00 p.m. (HS), 2:25 (MS), and 2:55 (ES). Refresh this page to activate button:



High School Teachers - 2:00 PM

Middle School Teachers - 2:25 PM

Elementary School Teachers - 2:55 PM

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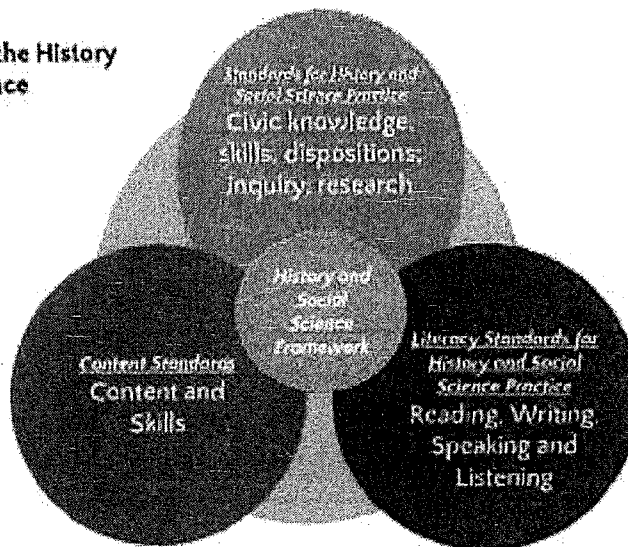
Middle School Teachers - 2:25 PM
NOW ACTIVATED!

Elementary School Teachers - 2:55 PM
NOW ACTIVATED!

3

- New labeling of standards: year, topic, standard (5.T1.1)
- How can we use the new frameworks as an opportunity further promote equity and opportunities for all students?
- 8th grade question related to diverse perspectives: does everyone experience government the same? (could be first introduced in Ancient Civ)
- How do we add more diverse perspectives in 6th grade curriculum?
- Pillars of History & Social Science Framework

Three Pillars of the History and Social Science Framework



- Reading, writing, speaking, listening skills
 - Literacy standards as the bridge between content and practice standards
- 7 practice standards: posters in each classroom
 - Demonstrate civic knowledge, skills, and dispositions
 - Develop focused questions or problem statements and conduct inquiries.
 - Organize information and data from multiple primary and secondary sources
 - Analyze the purpose and point of view of each source; distinguish opinion from fact
 - Evaluate the credibility, accuracy, and relevance of each source
 - Argue or explain conclusions, using valid reasoning and evidence
 - Determine next steps and take informed action, as appropriate
 - Shift from what we need to teach to HOW we teach it
 - Should be at the forefront of all curriculum planning
 - Specifically what do these practice standards look like K-5
- DESE asks that grades 3 and 5 order is maintained
- Collapse world history and US history
- Multi year implementation plan

- What needs to happen, when
- Align supporting questions with courses
- Possible APS Course Sequence 6-12
- Integration of civics skills and dispositions in K-7 to prep for 8th grade
- Civics bill: mandatory project in 8th grade and in HS
 - This will have to be reported to state vis school improvement plans
- Voter challenge program (2020-2021)
 - DESE developed in partnership with Sec of State
- Assessment:
 - No large scale assessment until 2020-2021
 - Could be a pilot next year
 - Assessment will likely be directly connected to the new practice standards
 - DBQ- can you write one without a ton of background knowledge
 - By the end of the year, should identify grades for assessment
 - Big question behind the scenes is if the assessment is going to be tied to district/school/teacher accountability

5

6th Grade

Overarching Question: *How does the study of Ancient Civilizations help us understand why the world is the way it is today?*

Curriculum: Same Ancient Civilizations thematic curriculum, add back in Early Man/Neolithic Revolution (use 'Thinking Like a Historian' theme to explore this?); keep Greece and Rome; some gestures made at African Civilizations, Mesoamerica, & Indus River Valley

Culminating Civics Project:

- Create a civilization with a bigger emphasis on government/geography; modify this project
- Students could take a stab at creating a claim for the question: "What is the best form of government?"
- Compare government of Ancient Egypt to Modern Egypt, students could hypothesize about what happened between then and now

7th Grade

Overarching Question: *How does our understanding of the world today impact the choices we make moving into the future?*

Curriculum: Same world geography curriculum emphasizing geography skills, mapping, human geography, and connections to the world post 1940. Perhaps tap into some **themes**: energy, health, water, standard of living, pollution, migration, population growth, globalization, food supply, human rights (connect these themes to the ones studied in 6th grade, for example, 6th grade's "People's Interaction with the Environment" corresponds with 7th grade's "Food Supply" and "Climate/Pollution" themes). These themes would flow into....

Culminating Civics Project:

- Human rights/current issues research project
- Students present info with possible solutions
- Class votes on one to pursue further

Unifying Essential Questions: Possible examples: What is the purpose of government? Does interaction between people bring about negative or positive consequences?

Next Steps:

- 7th grade teachers: make a list of vocab and skills that would be helpful for 6th graders to come in knowing
- 6th grade teachers: meet to try to figure out how to integrate the 7th grade list above into curriculum (eventually we will get to a place where we can brainstorm this kind of a list to give to 5th grade teachers. Keep in mind 5th grade's last unit is on the Bill of Rights)
- 7th grade teachers: where can we make cuts in the curriculum to fit in the end of the year civics piece?
- 6th grade teachers: where can we make cuts in the curriculum to take on more responsibility for the types of government and geographic skills?
- Possible half or full day PD day in May or June to spend a day working on this together

Concerns:

- Cultural fluency, understanding larger questions of people, cultures, traditions
- Losing the strong sense of regionality
- 7th graders are concrete thinkers, will they take away too simple of a message?

-



Denny Conklin <dconklin@arlington.k12.ma.us>

Fwd: Cross-district History/Social Science Mapping teams (CDHM)

1 message

Denny Conklin <dconklin@arlington.k12.ma.us>

Sun, Jan 6, 2019 at 1:42 PM

To: Kristin Wachtelhausen <KWachtelhausen@arlington.k12.ma.us>

What do you think Kristin? It's probably better to have at least one of us there to see what's going on?

Let me know what you think and I know you already have a crazy schedule.

Denny

----- Forwarded message -----

From: **Kerri Lorigan** <kerri.lorigan@watertown.k12.ma.us>

Date: Wed, Jan 2, 2019 at 2:27 PM

Subject: Fwd: Cross-district History/Social Science Mapping teams (CDHM)

To: Denny Conklin <dconklin@arlington.k12.ma.us>, Kristin Wachtelhausen <kwachtelhausen@arlington.k12.ma.us>

Hi Denny and Kristin,

Happy New Year!

If you are interested in participating in a regional effort to shape the way kids learn from the new SS Frameworks, I would love to get you connected up with the one Watertown is doing. We are meeting in January, then again once in the spring and optionally in the summer (I cannot make the July times). With your multiple years of teaching thematically, it would be fantastic to have you there to help encourage that approach. While I am not the only voice expressing interest a desire to teach thematically, none of us in the room have the experience that you do.

At the last meeting, the 6th and 7th grade teachers worked together to consider themes, brainstorm possible essential questions and identified the DOK for the framework requirements. By the end of this school year, I believe that they are hoping that we have stage one of UbD outlines created.

If you are willing, I would be happy to introduce you (electronically) to Nancy Milligan, the organizer and Asst Superintendent in N. Andover. I'd also be happy to share more documents of our work with you. Michelle Ryan, the DESE person in charge of the Frameworks rollout will also likely be there -- she has been very supportive of thematic teaching and learning in grades 6 & 7.

Please, I hope that you will consider joining efforts -- it's not a huge time commitment and your contributions, in particular, could make a huge difference for hundreds, if not thousands of kids in Massachusetts.

I look forward to hearing from you.

Thanks,

Kerri Lorigan
Humanities, Grade 7
Watertown Middle School

Follow us on Instagram @wmscl4

----- Forwarded message -----

From: **Milligan, Nancy** <nmilligan@nmrsd.org>

Date: Wed, Jan 2, 2019 at 2:04 PM

Subject: Cross-district History/Social Science Mapping teams (CDHM)

To: Michael Davidson <mdavidson@nmrsd.org>, Jessica Sheridan <Jsheridan@nmrsd.org>, Catherine Walmsley <cwalsley@nmrsd.org>, <mprior@woburnps.com>, <Rgill@woburnps.com>, <Kvogel@woburnps.com>, Peg Casson <pcasson@nmrsd.org>, Mark Arsenault <arsenaultm@fitchburg.k12.ma.us>, <kjones@nrpsk12.org>, Sarah Torilli <storilli@nmrsd.org>, <Gformisano@woburnps.com>, <Bharnden@woburnps.com>, <kclafin@woburnps.com>, <tfavreau@woburnps.com>, <Bbing@woburnps.com>, <kbruff@teewksbury.k12.ma.us>, Mary Carney <mcarney@dracutps.org>, Amy Moore <amoore@nmrsd.org>, <andok@northandoverpublicschools.com>, Kraig Gustafson <kraig.gustafson@watertown.k12.ma.us>, Kerri Lorigan <kerri.lorigan@watertown.k12.ma.us>, Sullivan, Michael <msullivan@nmrsd.org>, Matthew Spaulding <mspaulding@nmrsd.org>, Alexander DiStefano <adistefano@nmrsd.org>, Alyssa Lawless <alawless@seemcollaborative.org>

org>, <Jackie.wooster@tyngsboroughps.org>, Phillip Chevalier <philip.chevalier@tyngsboroughps.org>, Keith O'Brien <keith.obrien@tyngsboroughps.org>, Laura Leahy <laura.leahy@tyngsboroughps.org>, Sara Petroski-Lewis <sara.petroskilewis@tyngsboroughps.org>, Douglas Clare <douglas.clare@tyngsboroughps.org>, <deborah.teal@tyngsboroughps.org>, <jason.lewis@tyngsboroughps.org>, <ashley.makevich@tyngsboroughps.org>, <kmelanson@beverlyschools.org>, <aolbash@beverlyschools.org>, Joseph Bianco <biancoj@northandoverpublicschools.com>, Robert Poirier <poirierr@northandoverpublicschools.com>, <KELLIOTT@beverlyschools.org>, <jsciamanna@beverlyschools.org>, David Ljungberg <dljungberg@stonehamschools.org>, Christopher Gagnon <Cgagnon@tewksbury.k12.ma.us>, <Jsmith@gmail.com>, <dboudreauhill@tewksbury.k12.ma.us>, <mhart@beverlyschools.org>, <allison.donovan@watertown.k12.ma.us>, <christine.hill@watertown.k12.ma.us>, Anna Bates <anna.bates@tritonschools.org>, <baylward@tewksbury.k12.ma.us>, <cking@dracutps.org>, <shamm@billericak12.com>, <stevens@prsd.org>, <karen.kline@watertown.k12.ma.us>, Margaret Adams (via Google Sheets) <madams@melroseschools.com>, <ljoyce@dracutps.org>, Ms. Velella <svelella@dracutps.org>, <jason.pavey@wpsk12.org>, John Siegfried <siegfried@prsd.org>, <kcobrien@billericak12.com>, Tracy Wagner <twagner@ipsk12.net>, Kimberly LaBranche <klabranche@dracutps.org>, Catherine R. <crosenzweig@glts.net>, Adam Porro <aporro@glts.net>, Lisa Tramonte <ltramonte@tewksbury.k12.ma.us>, Brian Sheehy <sheehyb@northandoverpublicschools.com>, Joey Estes <jestes@nmrsd.org>, Patrick McGravey <McGraveyP@northandoverpublicschools.com>, <nmcgrath@dracutps.org>, LAURA SORAGHAN <lsoraghan@billericak12.com>, Elizabeth LaMonica <lamonicae@lynnfield.k12.ma.us>, <shatchell@whittier.tec.ma.us>, <ewelles@dracutps.org>, <jvandinter@winchesterps.org>, Robert Mahoney <rmahoney@melroseschools.com>, Jill Tully <jtully@melroseschools.com>, Christopher Kurhajetz <ckurhajetz@winchesterps.org>, Emily Fee <efee@nmrsd.org>, Sandra Shepherd-Gay <sshepherdgay@nmrsd.org>, Jackson, Rebecca <rjackson@nmrsd.org>, <ehogan@melroseschools.com>, Andrew Lipsett <andrew.c.lipsett@gmail.com>, <egrillo@melroseschools.com>, Matthew Oosting <moosting@nrpsk12.org>, <aspencer@beverlyschools.org>, <mpappas@melroseschools.com>, <lbriere@woburnps.com>, <rallen@woburnps.com>, Daniel Boyle <daniel.boyle@tritonschools.org>, <kdavis@nrpsk12.org>, <kcaruso@nrpsk12.org>, Sotirios Pintzopoulos <spintzopoulos@nrpsk12.org>, Paul LaMonica <lamonicap@lynnfield.k12.ma.us>, <wstevenson@lunenburgonline.com>, <gkalayjian@prsd.org>, Betty Beauchamp <bbeauchamp@winchesterps.org>, <tremmes@winchesterps.org>, <hwitham@lunenburgonline.com>, <lleblanc@lunenburgonline.com>, <atan@winchesterps.org>, <christine.kelley@reading.k12.ma.us>, <kilbridek@lynnfield.k12.ma.us>, <stevensk@lynnfield.k12.ma.us>, <jane.costa@reading.k12.ma.us>, Joanne Hildreth <jhildreth@rpk12.org>, <wswanberg@rpk12.org>, William Bennett <bennettw@lynnfield.k12.ma.us>, <summerst1@hotmail.com>, Mary Cacciapuoti <cacciapuotim@lynnfield.k12.ma.us>, Daniel Millard <DMillard@prsd.org>, Wendy Sprague <wsprague@woburnps.com>, <lothk@northandoverpublicschools.com>, Mahoney, Laurie <lmahoney@nmrsd.org>, <allison.straker@reading.k12.ma.us>, <kvanderslice@beverlyschools.org>, David Anderson <danderson@nmrsd.org>, <sstantial@beverlyschools.org>, <cogibbons@woburnps.com>, <slunn@beverlyschools.org>, R Hatch <rhatch@beverlyschools.org>, <elisabeth.bean@reading.k12.ma.us>, <Lchastney@haverhill-ps.org>, <Bishopk@northandoverpublicschools.com>, <vanhornandrea@northandoverpublicschools.com>

Cc: Brenda Regan <bregan@tewksbury.k12.ma.us>, Patrick Daly <pdaly@nrpsk12.org>, Cyr, Kevin <cyrk@lynnfield.k12.ma.us>, David S. Hill <dhill@dracutps.org>, Young, Courtney <cyoung@woburnps.com>, MARIAN DYER <mdyer@billericak12.com>, TONY DILUNA <tdiluna@billericak12.com>, Larcome, Kara <larcomek@northandoverpublicschools.com>, Michael Blauw <michael@ethics.harvard.edu>, <danielleallen@fas.harvard.edu>, Ryan, Michelle (ESE) <michelle.ryan@doe.mass.edu>

Good day,

Happy New Year!

The facilitation team is looking forward to seeing everyone at our next meeting on Friday, January 18, 2019, at **North Andover Middle School, 495 Main St, North Andover, MA 01845** (please note the change in location from the high school).

For this day, we are attaching a draft agenda. The Democratic Knowledge Project from Harvard University will be leading the professional development and conversations on this day.

8:30 – 9:30: Democracy in Action: The Declaration of Independence & the Ten Questions

9:40-10:40: Identity & Values- Who Am I? Who Are We?

10:50-12:00: Why Vote? Understanding Power and Empowerment

12:00- 1:30 Working Lunch (Please note and plan accordingly for take-out and delivery of lunch if needed)

- Developing Essential Questions for Grade Level Themes

1:30-2:30: Share Out and Start to Identify Connections in vertical teams

The hope is that the work started in October around grade level themes and priority standards will be solidified through

For planning purposes, please complete this short form to confirm your attendance. CDHM January 2019
registration form

Thank you,
CDHM facilitation team and the Democratic Knowledge Project staff

Nancy Milligan
Assistant Superintendent
North Middlesex Regional School District
66 Brookline Street
Townsend, MA 01469
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Follow the history department's Twitter account @APShistorydept
Check out the history department's website!

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ARLINGTON RUNS ON HISTORY

Arlington Public Schools

History & Social Studies Department

1st Grade PD, Tuesday, March 26, 2019

AHS Room 236

1) Browse through new 2018 MA Frameworks for first grade:

- Underline standards that you already teach
- Star elements that you do not teach but think you should
- Add ?s to parts of the frameworks you have questions about

2) Discuss MA Frameworks and what teachers notice/have questions about

- Arlington will not be following the framework exactly
 - Some aspects of leadership/groups are covered in overall classroom management
 - Keeping Africa and Mexico to have a global curriculum
 - Topic 4- Economics- a bit complicated for 1st graders. We will get to some of the economic principles and ideas through the study of Mexico and Africa
- Still trying to get a more 'formal' curriculum for grade 1- possibilities are the Pearson "My World" and the OCON project

3) Essential Content for First Grade Curriculum

- Many teachers have been asking me about what they need to cover in 1st grade
- Here is my first attempt
- Would like feedback from teachers and to further flesh this out with lesson plans/activities/resources

Unit 1: Me on the Map (geography)

Essential Question: What is a community? Where do I live?

Resources:

- 1) Explain the difference between a neighborhood, town/city, state, nation, continent, world
- 2) Understand how maps can be used a representation of space such as the classroom, the school, the neighborhood, town, city, state, country, or world.
- 3) Identify and explain basic features of a map: cardinal directions (north, east, south, west) and apply them to maps, locations in the classroom, school, playground, and community.
- 4) Explain that a city that is called a capitol is the center of government for that state or nation
- 5) Define and locate the North and South Poles and the equator.
- 6) Define and give examples of a continent, ocean, mountain, river, lake, and ocean.

Unit 2: Civics

Essential Question: What does it mean to be part of a nation?

Resources:

1) Leadership & Elections

- a) Explain that an election is a kind of voting in which people select leaders
- b) Identify some leaders who are chosen by elections (President of the U.S., Governor of MA, etc)
- c) Demonstrate understanding that members of a town, city, or nation in the U.S. are called citizens and that their rights and responsibilities include: electing leaders, paying attention to a leader's actions, and deciding whether or not to re-elect them based on how well they have served
- d) Explain that all people born in the U.S. are citizens while some people become citizens after moving to the U.S. from another country. Understand that some residents of the U.S. are not citizens but are still members of the community with rights and responsibilities.
- e) Evaluate the qualities of a good citizen or member of a community drawing on examples from history, literature, informational texts, news reports, and personal experiences.

2) U.S. Holidays, Symbols & Important Places

- a) U.s. flag, bald eagle, White House, Statue of Liberty
- b) U.S. vs. America, *E pluribus unum*, U.S. coins/currency, seal of the U.S., Pledge of Allegiance
- c) Martin Luther King Jr. Day, President's Day, Memorial Day, 4th of July, Veteran's Day

Unit 3: Africa (History, geography, economics)

Essential Questions: What is culture? What is life like in Africa? How is it different and similar to life in Arlington?

Resources: [BU Center for African Studies- Teaching Africa](#), [Michigan State- Exploring Africa](#),

1) Intro: What is culture?

- a) Brainstorm and define the word 'culture'
- b) Connect students' own culture to the meaning of the word
- c) Demonstrate understanding that people from different parts of the world can have different ways of living, customs and languages

2) What is Africa?

- a) Students study images from "Everyday Africa" and understand the diversity of Africa
- b) What do students already know about Africa? What do they want to learn about Africa?

3) Where is Africa?

- a) Locate Africa on a map
- b) Africa is a continent made up of 54 different countries
- c) Size of Africa ([How big is Africa map](#) and [lesson plans](#))

4) Major landforms & Natural Resources

- a) Sahara Desert, Nile River, Mount Kilimanjaro

- b) What are they and why are they important?
- 5) Climate in Africa
 - a) Desert- North Africa
 - b) Savanna (wet/dry)- Central Africa
 - c) Rainforest- East Africa, Congo
 - d) Temperate (hot/cold)- South Africa
 - e) Why does it matter that there are different climates in Africa?
- 6) Living in Africa
 - a) Cities, villages, towns, houses
 - b) Families & Communities
 - c) Languages
 - d) Schools
 - e) Food
 - f) Art & music
 - g) Technological developments & Innovation
- 7) Storytelling (folktales)
- 8) Case study on one country (depends on teacher's knowledge or students in class)
 - a) Ghana, Kenya, Egypt
 - b) Explore all of the above in more detail
 - c) Specific customs and traditions

Unit 4: Mexico (History/geography/economics)

Essential Question: What is Mexico?

- TBD using Africa unit structure to form a parallel unit
- This unit can be shorter because students will have an in-depth study of a Latin American country (El Salvador) in 2nd grade

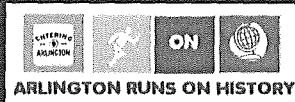
Unit 5: Integrated ELA/SS Unit: Fairytales/Rules (Civics)

Essential Question: What is a rule? Who makes rules? What happens when a rule is not fair?

(see integrated unit)

- 4) New lessons/resources you have been using this year:
 - Sharing in Groups (get into mixed school groups)
- 5) If time, meet in school teams to plan/discuss
- 6) Next Steps
 - Summer work to build out units with vocab, lesson activities, etc. (specifically Africa)
 - Summer work to revise 1st grade progress reports rubrics

7

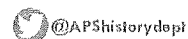


ARLINGTON HIGH SCHOOL HISTORY & SOCIAL STUDIES DEPARTMENT

School Committee Presentation
Thursday, May 23, 2019
Denny Conklin- History & Social Studies Director, K-12



New MA History & Social Science Frameworks 2018



MAJOR CHANGES



GUIDING PRINCIPLES- An effective history and social studies education:

- 1) teaches students about the legacy of democratic government.
- 2) incorporates diverse perspectives and acknowledges that perceptions of events are affected by race, ethnicity, culture, religion, education, gender, gender identity, sexual orientation, disability, and personal experience.
- 3) will be provided every year, from pre-kindergarten through grade 12.
- 4) teaches students to think historically.
- 5) integrates knowledge from many fields of study.
- 6) builds students' capacities for research, reasoning, making logical arguments, and thinking for themselves.
- 7) improves reading comprehension by increasing students' content knowledge.
- 8) incorporates the study of current events and news/media literacy
- 9) teaches students about using data analysis and digital tools as research and presentation techniques in the social sciences.
- 10) develops social and emotional skills.



MAJOR CHANGES



PRACTICE STANDARDS

- 1) Demonstrate civic knowledge, skills, and dispositions.
- 2) Develop focused questions or problem statements and conduct inquiries (student as researcher)
- 3) Organize information and data from multiple primary and secondary sources.
- 4) Analyze the purpose and point of view of each source; distinguish opinion from fact.
- 5) Evaluate the credibility, accuracy, and relevance of each source.
- 6) Argue or explain conclusions, using valid reasoning and evidence.
- 7) Determine next steps and take informed action, as appropriate.

LITERACY STANDARDS



DISTRICT INITIATIVES: K-5



Emphasis on civic education

Frameworks give continued options for implementation in districts

- K: creating a crosswalk with Tools of the Mind and MA Frameworks
- 1st grade: will continue on with revised Africa and Mexico unit while covering civics and geography standards
- 2nd grade: will continue on with Japan and El Salvador
- 3rd grade: integrating diverse narratives
- 4th grade: reconceptualizing the way we teach the U.S. regions
- 5th grade: common assessment, possible curriculum shifts



DISTRICT INITIATIVES: 6-12



- 6th grade: Recurring Themes in Ancient Civilizations
- 7th grade: transitioning to a Global Studies course 2020-2021: combining geography, culture, economics, and current events/global civics.
- 8th grade: Civics course
- Grades 9-11: No course sequence changes until more info on possible MCAS



DISTRICT INITIATIVES: 6-12



Essential Questions:

- 1) Why is research an important skill for students in the 21st century?
- 2) What skills are necessary in order to do research? How do these skills get scaffolded and reinforced in grades 6-12?
- 3) What does authentic, transferrable and adaptable research look like?



DISTRICT INITIATIVES: 6-12

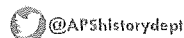


- 1) Explore our existing attitudes and practices towards research
- 2) Find out how students feel about research and what they need
- 3) Read current scholarship on historical research
- 4) Analyze data from student surveys; root-cause analysis
- 5) Identify important skills needed in order to research
- 6) Establish research skill focuses in grades 6-12
- 7) Create a schedule to reinforce research skills within each grade
- 8) Create common research tasks 6-12
- 9) Revise and use 6-12 research rubric



8th Grade Civics Course

Teachers: Eric Bakke, Lucy Conroy,
Nikki Hector, Todd Sundstrom



WHY CIVICS? WHY 8TH GRADE?



Rationale:

- Dearth of basic knowledge about our government and rights
- In our pilot units this year, students have been deeply engaged in discussing civics issues: power, individual rights, and limits on those rights
- 8th graders are finding their voice and want to know how to use it in society
- Ability to bring in current events and have in-depth discussions about them
- Teach students how to be responsible citizens in advance so they can confidently activate their learning when ready!
- Students need knowledge of how US systems developed and operate in order to contextualize the history of the US as well as its interactions with the global community historic and present.



WORK DONE SO FAR



PD and Planning: Civics Education Institute, Primary Source- Foundations for Civic Learning: Engaging Students in Shaping Their World, Primary Source- Teaching for Global Understanding, Primary Source- Literature and History of American Protest, Generation Citizen PD, 2 full day in-service PD days

Textbook: HMH Civics

Resources: We the People, Newsela, iCivics, DBQ Project, NYT Upfront



ESSENTIAL QUESTIONS



- What is the purpose of government?
- What is the role of state and local government in the US political system?
- What is the role of the individual citizen in a healthy democracy?
- What is a right? Do rights guarantee equality in practice?
- What responsibility do we have to ourselves and others?
- Who has power in a democracy? (How has "Who" has power changed over time?)
- How can we be proactive in order to better our world?
- What causes people to seek change?
- Why does each generation need to continue to fight for rights?
- What does it mean to be a welcoming community?



MAJOR UNITS



Tentative Unit Breakdown

Unit 1: The Influences and Foundations of Democracy

Unit 2: Democracy in Action - Electoral Process

Unit 3: "All Politics is Local" Massachusetts and Arlington

Unit 4: "E. Pluribus Unum" Federal Constitution, Bill of Rights, 14th Amendment

Unit 5: Racial Equality

Unit 6: Women's Equality

Unit 7: Immigration - waves, contributions, and citizenship

Unit 8: Equality for Everyone - current activist movements



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SAMPLE LEARNING EXPERIENCES



- Stranded on a Desert Island
- State Mandated Action Civics Project (details to be announced by DESE in June)
- Research and share about community issues. Create community-activism "working groups"
- Analyzing landmark Supreme Court Cases
- Contextualize founding documents and beliefs using modern day, age-related debates/issues
- Create chronologies of historic movements and trajectories of watershed events.
- Participate in dialogues and civil discourse



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THANK YOU FOR YOUR SUPPORT!
QUESTIONS OR COMMENTS?



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Curriculum for
America in the Making
Civics and You
The United States of Us
State Required Learning Course About the State



Unit 1: The Influences and Foundations of Democracy

Unit 2: Democracy in Action

Unit 3: "All Politics is Local" State/Local

Unit 4: "E. Pluribus Unum" Federal

Unit 5: Racial Equality

Unit 6: Women's Equality

Unit 7: Immigration

Unit 8: Equality for Everyone

Also thinking about essential questions for the entire course:

Essential Questions:

- What is the purpose of government?
- What does it mean to be a citizen in a democracy? What is the role of the individual citizen in fighting to maintain a healthy democracy?
- What is a right?
- What responsibility do we have to ourselves and others?
- Who has power in a democracy? (How has "Who" has power changed over time?)
- How does one accomplish change in society?
- How is our democracy a work in progress rather than a finished product?

Essential questions for English:

- What does it mean to be responsible citizen?
- How can we be proactive in order to better our world?

| Unit 1: The Influences and Foundations of Democracy | |
|---|--|
| Essential Questions: | <p>What is civics?</p> <p>What were the roots of the ideas that influenced the development of the United States political system?</p> |
| Historical Content: | <ul style="list-style-type: none"> • Intro to civics • Types of government • Governmental influences on democracy • Greek thinkers • Government of the Roman Republic • Enlightenment thinkers • English Law (Magna Carta, Parliament ect) • Colonial English Rule • Founding documents - Declaration of Independence • French and Indian War <p><u>Influences</u> (Mentioned, not in depth): Greek Democracy, 12 tables/Roman Republic, Enlightenment Thinkers, Magna Carta. Iroquois Confederacy</p> <p><u>Historical Events:</u></p> <p>DO NOT COVER THESE, but review: French and Indian War, Oppressive colonial policies (Stamp Act, etc. SEE FRAMEWORKS) , Revolutionary War</p> <p>Declaration of Independence Articles of Confederation, Shay's Rebellion and the debate to ratify the Constitution Constitutional Convention</p> |
| Key Skills/Historical Thinking Skills: | <ul style="list-style-type: none"> • Identify how political ideas influence each other and develop over time • Compare and contrast (Ancient thinkers to Framers, Enlightenment thinkers to framers) • Explore the purposes of government, and what the function of government is in society • Understand the historical basis for government |
| Essential Vocabulary: | <ul style="list-style-type: none"> • Civics • Civic virtue • Political philosophy |

| | |
|------------------------------|--|
| | <ul style="list-style-type: none"> ● Framers ● Founders ● Constitution ● Common good ● Colony ● Subject ● Authority ● Natural rights ● Separation of powers ● Social contract ● State of nature ● Consent (of the governed) ● Aristocrat ● Common good ● Faction ● Representative democracy ● Republic ● Republican government ● Delegate ● Enlightenment ● Magna Carta, Parliament |
| Map: | Growth of United States Map (Eric), Map Reflection Questions (Lucy) |
| Court Cases: | N/A |
| Amendments: | Bill of Rights |
| Lesson Ideas | Enlightenment Thinkers-Talking Heads Game, Founding Documents Flipbook, Influential Documents Station Activities. Federalist vs Anti Federalists (Hamilton vs Jefferson) IMovie Comercial. |
| Resources: | "We the People"- Lessons 1-4 |
| Required Readings: | <p>Excerpts:</p> <p>The Federalist Papers</p> <p>The Declaration of Independence</p> <p>The U.S. Constitution</p> <p>Possible short quotes from Locke, Hobbes, Madison, Jefferson, Washington</p> |
| Standards: | TBD (1-5, 19) |
| Learning Experiences: | <ul style="list-style-type: none"> ● Define basic concepts of civics ● Identify main political concepts and institutions that influenced the U.S. Constitution ● Timeline of Revolution |

| | |
|------------------------------------|---------------------------------------|
| Assessments: | Creating a Nation Document (flipbook) |
| Technology Integration: | 270 to Win <u>Sutori</u> |

Evidence Cover Sheet

Directions: Click on the link that for the language that you submitted last spring: [18-19 Goal Objectives](#). Please use the language from that document for the cover sheet.

History & Social Studies: Identify essential standards for historical research and vertically scaffold development from grades 6-12.

Objective 1.1 Students will engage in curricula that are aligned with the state standards, coherent within discipline, and focuses on department/school designated transferable skill(s).

Evidence/Metrics (numbers correspond to numbers written on evidence attached):

- 1) 2018-2019 opening 6-12 history department meeting: lays out essential questions and goals for research development in department time over the next two years
- 2) Anticipation guide: used at opening 6-12 department meeting to get teachers to discuss their views on research and the research paper; teachers filled out individually and then participated in a 4 corners discussion
- 3) October department meeting agenda: at this meeting we read 4 journal articles about research and then had a discussion about what we agreed/disagreed with and how it applies to our practice
- 4) Research survey: this research questionnaire was given to all 6-11 graders in the district to gather their feedback and opinions about the research process
- 5) February department meeting agenda: teachers looked at the results of the student research surveys and analyzed what they noticed, conclusions they drew, questions it raises
- 6) April department meeting agenda: based on the student research surveys, teachers completed a root-cause analysis as well as made a list of all research skills they believe students need to prepare for our next department meeting
- 7) May department meeting PowerPoint: we reviewed our work on research from the year (essential questions as well as results from the root-cause analysis from the previous department meeting); teachers worked in mixed groups to take the research skills they brainstormed and 'assign' them a grade to be introduced and receive direct instruction. We also outlined goals for next year.
- 8) List of research skills brainstormed by department
- 9) Samples of teacher work: research skills sorted by grade



BACK TO SCHOOL 2018

6-12 History and Social Studies Department
Opening Meeting
Wednesday, August 30, 2018

Journal Prompt

"Education either functions as an instrument which is used to facilitate the integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world." - Paulo Freire

What does this quote mean to you? How might it inform the way that you work with your students this year?

What I did this summer...

Welcome to the Department!

NEW! PERMANENT! BACK!

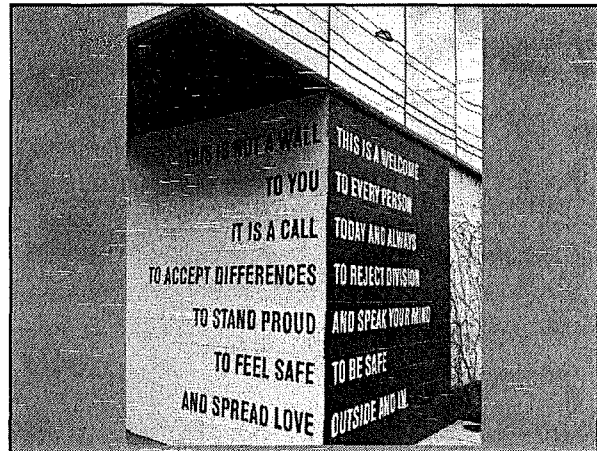
Congrats!

Kicking Us Off...

Journal Prompt


"Education either functions as an instrument which is used to facilitate the integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world." - Paulo Freire

What does this quote mean to you? How might it inform the way that you work with your students this year?



Announcements


- PD This Year (Primary Source)
- Academic Honesty
- Meeting Schedule
- New apps/educational technology procedure
- District 5-year plan
- Materials
- Denny at Ottoson/Gibbs on Wed, Gibbs on Friday



Announcements

- Evaluations this year
 - Changes to MA Teacher Rubric
 - Changes to APS Evaluation Procedures
 - PTS: 2 observations (one debrief can be online)
 - NPTS Years 2 & 3: Four observations
 - No changes for NPTS year 1
 - Student Learning & Professional Practice Goals
 - Be easy on yourself—grade level goals, shared Google Drive folder with evidence (link in Baseline)
 - Reminder: student learning goal— you must be able to show data/evidence of a change in student learning

It's Going to Be a Busy Year!




6th: Opening of Gibbs, history project block, aligning curriculum with new MA Frameworks, RC

7th grade: Rewriting curriculum for a Global Studies course for 2019-2020; common final assessment

8th grade: Writing curriculum for new Civics & Society course for 2019-2020 (textbook/resource selection, PD, planning, piloting units this year)

Ottoson: ASPIRE, new Ottoson schedule for 2019-2020

It's Going to Be a Busy Year!



AHS: School Rebuild

9th grade: changes to curriculum map—more non-western and contemporary history



US 1 & US 2: Continue integrating diverse perspectives into course content

AP Human Geography and SUPA Personal Finance for 2019-2020

What to do about final exams?


Department Work 2018-2020

- 1) Why is research an important skill for students in the 21st century?
- 2) What skills are necessary in order to do research? How do these skills get scaffolded and reinforced in grades 6-12?
- 3) What does authentic, transferrable and adaptable research look like?

How We'll Get There


- 1) Explore our existing attitudes and practices towards research
- 2) Find out how students feel about research and what they need
- 3) Read current scholarship on historical research
- 4) Identify important skills needed in order to research
- 5) Establish research skill focuses in grades 6-12
- 6) Create a schedule to reinforce research skills within each grade
- 7) Create common research tasks 6-12
- 8) Revise and use 6-12 research rubric



Reflect & Recalibrate


Focusing In...

TAKE A STAND



Debriefing

- Describe your experience in the "Take a Stand" activity. What did we do well as a group? What might we need to improve?
- Why do you think we just did that activity?
- How do you incorporate "Take a Stand" in your classroom?
- Now that you've heard others' viewpoints about research, what conclusions have you drawn?



Action Steps For This Year- Experimenting

Work with your grade level teams and come up with some common research experiences you want students to have.

Students should be doing 'non traditional' research (aka research to prep for a speech, debate, etc) AND formal historical research/writing. Here is a guide:

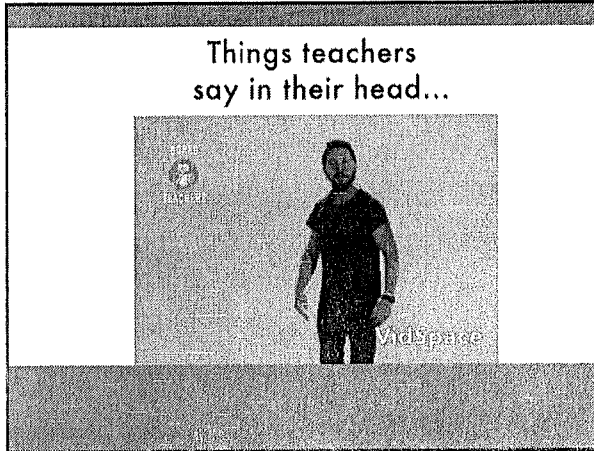
| | |
|-----------------------------------|-----------------------------------|
| 6 th grade: 1-2 pages | 7 th grade: 2-3 pages |
| 8 th grade: 3-4 pages | 9 th grade: 3-4 pages |
| 10 th grade: 4-5 pages | 11 th grade: 4-6 pages |

Notes: this could be split up (9th graders do 2 pages in term 2 and 2 pages in term 4); can be historical or current events; collect 'evidence' (could be prof practice/student learning goal)

Trivia Time!

Win amazing Prizes





Questions for Reflection

- Do my students know that I care about them as people?
How do I know this?
- What is the point of the work I am assigning students?
Why does it matter?
- How can I create an authentic purpose and audience for projects in my class so that students are more intrinsically motivated to produce something that more people will see besides me and their peers?
- How can I make sure I enjoy my work this year?

Opening Reflection Question:

What research skills do you teach in your class? How do you teach them? Is what you are doing with students working? Explain.

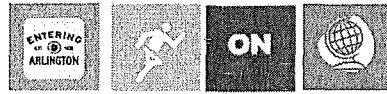


Research Anticipation Guide

Your Task: Read the statement in the left column. Decide if you strongly agree, agree, disagree, or strongly disagree with the statement. Circle your response. Be prepared to discuss your opinion on the statements

| Statement | Your Stance | Why? |
|---|-----------------|------|
| 1) Writing a research paper is a fundamental part of a middle school or high school history class | SD D A SA | |
| 2) The main point of research is about proving a point | SD D A SA | |

| | | |
|---|-----------|--|
| 3) In a history research paper, the historical content is more important than the quality of writing | SD D A SA | |
| 4) The best research materials are the easiest to find | SD D A SA | |
| 5) Book sources are more reliable sources than internet sources | SD D A SA | |
| 6) Wikipedia is a great source for research | SD D A SA | |
| 7) Students do not know the difference between paraphrasing and plagiarizing | SD D A SA | |
| 8) A student can get an A on the research paper even if there are errors in the parenthetical citations and works cited page. | SD D A SA | |
| 9) Historical research is a rewarding process for students | SD D A SA | |



3

ARLINGTON RUNS ON HISTORY

Arlington Public Schools

OMS/Gibbs History & Social Studies Department Meeting

Tuesday, October 30, 2018; 2:45-4:00pm

1) Welcome & Opener

- 6th, 7th, 8th grade teacher form a triad and talk about what exciting things are going on in their classes/schools
- Check in about how midterm election lessons are going, post Pittsburg Synagogue

2) Announcements

- First meeting where Gibbs/Ottoson traveled--we'll see how this goes with 75 min meeting
- Next dept meeting: 12/11- separate
- 2/26- 6-12 dept meeting

3) Research about Research

- Context: in the back to school meeting we talked about our own feelings and opinions on research, saw the wide spectrum of values/beliefs
- Next steps: what does the research say about research? How do our students feel about research?
- Main activity
 - Teachers pair up and each person reads one article:
 - The Realistic Research Paper
 - Research Paper- Rhetoric of Doing
 - History research paper study statistics
 - Meaningful Work: How the History Research Paper Preparers Students for College and For Life
 - Fill out graphic organizer first two boxes based on their readings (agree/disagree)
 - Teachers talk to each other about the articles they read and fill out next box in graphic organizer: learnings/takeaways
 - Teachers meet in larger groups to examine statistics from the 2002 history research paper study
 -
 - Teachers talk about implications for their classes
 - Large group share out

4) Next Steps:

- Creating a Google Form that we administer to students 6-12 to gather their attitudes/opinions about research (administer to students before 2/26 meeting)

OMS/Gibbs Dept History Dept Meeting 10.30.18

| Agree with (individual read): | Disagree with (Individual read): |
|--|--|
| | |
| Learnings/Takeaways/Questions (pairs): | Implications for research in your class/grade (group): |
| | |



Research Survey (Grade 6)

As a history department, we are working on trying to help students better their skills in researching topics/issues and then writing about that research. Many of you have experience looking up sources, writing about them, citing them, and writing full research papers.

Please answer the questions below honestly. It will help your teachers make the research experience better for

This form is automatically collecting email addresses for Arlington MA Public Schools users. [Change settings](#)

Teacher: *

1. Bushell
2. Byrne
3. Goode
4. Paras
5. Wachtelhausen

In your opinion, why is research and writing using your research an important skill? *

Long answer text

I find it easier to do research and write about my research when it is a topic that I get to choose *



Strongly disagree

Strongly agree

Googling my topic or looking on Wikipedia is usually where I begin my research: *

1

2

3

4

5

Strongly disagree

☐☐☐☐☐

Strongly agree

After section 1 **Continue to next section**

Section 2 of 3



Research Skills

This section of the survey will ask you about the various skills involved in the research process and then writing about that research.

Locating GOOD sources of information and research (books in a library, online databases, websites) *

- ☐ I am an expert (no help needed)
- ☐ I have a good handle on it
- ☐ I can do it with help from a teacher, friend or adult
- ☐ I struggle sometimes
- ☐ I do not know how to do this

Figuring out whether sources are credible and reliable *



☒ I have a good handle on it

☐ I can do it with help from a teacher, friend or adult

☐ I struggle sometimes

☐ I do not know how to do this

How do you tell if a source is credible and reliable? (What criteria do you use?) *

Long answer text

Taking notes on the sources I locate in an organized way *

☐ I am an expert (no help needed)

☐ I have a good handle on it

☐ I can do it with help from a teacher, friend or adult

☐ I struggle sometimes

☐ I do not know how to do this

Writing a claim (thesis statement) based on your research (what you are going to prove in your writing) *

☐ I am an expert (no help needed)

☐ I have a good handle on it

☐ I can do it with help from a teacher, friend or adult

☐ I struggle sometimes



Using MLA format to give an in text citation (parenthetical citation) *

- ☐ I am an expert (no help needed)
- ☐ I have a good handle on it
- ☐ I can do it with help from a teacher, friend or adult
- ☐ I struggle sometimes
- ☐ I do not know how to do this

Completing a works cited page (bibliography) in MLA format *

- ☐ I am an expert (no help needed)
- ☐ I have a good handle on it
- ☐ I can do it with help from a teacher, friend or adult
- ☐ I struggle sometimes
- ☐ I do not know how to do this

Paraphrasing (summarizing) information from my sources in my writing *

- ☐ I am an expert (no help needed)
- ☐ I have a good handle on it
- ☐ I can do it with help from a teacher, friend or adult
- ☐ I struggle sometimes
- ☐ I do not know how to do this



Integrating direct quotes from sources into writing *

- ☐ I am an expert (no help needed)
- ☐ I have a good handle on it
- ☐ I can do it with help from a teacher, friend or adult
- ☐ I struggle sometimes
- ☐ I do not know how to do this

Organizing ideas into clear, cohesive paragraphs *

- ☐ I am an expert (no help needed)
- ☐ I have a good handle on it
- ☐ I can do it with help from a teacher, friend or adult
- ☐ I struggle sometimes
- ☐ I do not know how to do this

Presenting research in alternate forms: class presentation, Google slides/PowerPoint, video, podcast, etc. *

- ☐ I am an expert (no help needed)
- ☐ I have a good handle on it
- ☐ I can do it with help from a teacher, friend or adult
- ☐ I struggle sometimes



Section 3 of 3

Final Questions

Description (optional)

I feel like history research projects are focused more on how well I write *
vs. my ability to research

| | 1 | 2 | 3 | 4 | 5 | |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| Strongly Disagree | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Strongly Agree |

When working on a research project, I struggle with time management *
(dividing up the work over a longer period of time);

| | 1 | 2 | 3 | 4 | 5 | |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| Strongly Disagree | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Strongly Agree |

I am able to use the skills of research and research projects in my other *
classes

| | 1 | 2 | 3 | 4 | 5 | |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| Strongly Disagree | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Strongly Agree |

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

I feel like I practice research skills multiple times throughout the year *
other than just when it is time to write a research essay/project

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

What do you find the most challenging about the process of research and writing about your research?

Long answer text

What could be done to improve the process of writing about your research/research project in history class?

Long answer text

Do you have anything else that you want the history department to know about research and working on research projects?

Long answer text



Arlington Public Schools
History & Social Studies Department
Tuesday, February 26, 2019
1:30-3:30
Arlington High School- Room 236



1) Announcements

- Summer 2019 PD
- Mental health days
- Chromebooks for MCAS (3/12, 3/26, 3/27)
- Films in class
- License renewal

2) Research Paper Survey Results (1:30-2:45)

- Meet in grade level teams
- Access the results of the research paper surveys through the Team Google Drive
 - Can look at the data via the surveys and summary
 - Can look at the data via the Google sheet
 - Can look individual student by student
- Start with the grade you teach
 - Can examine results to each question or can divide up by questions
- Record:
 - What do you notice? What sticks out to you as interesting or significant?
 - What conclusions can you draw from the data?
 - What questions does it raise for you? What do you still need to know?
 - Ex- why do we use MLA format?
- If you have time, you can pick another grade to look at (ex- if you are 6th grade, you might want to look at 7th grade to see if there is any change from grade to grade or look at 11th grade to see how students progress 5 years later)
- Whole group share out & discussion
- Begin to identify problem and root causes

3) Team Meetings (2:45-3:30)

- 6th and 7th meet to talk about transition, skills gained in 6th, what 7th grade teachers need students to come in with
- 8th grade and 10th grade teachers meet to talk about overlap in curriculum
- 9th grade Modern World meet to plan Israel/Palestine unit, what date do you want to use for full day PD: 3/15, 3/20, 3/22
- Elective teachers work on curriculum maps for elective courses

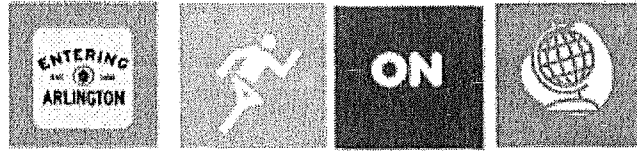
Research Paper Survey Data Analysis

| | |
|--|--|
| <p>What do you notice? What sticks out to you as interesting or significant?</p> | |
| <p>What conclusions can you draw from the data?</p> | |
| <p>What questions does it raise for you? What do you still need to know?</p> | |

| | |
|--|--|
| | |
|--|--|

Grade Level Group Notes:

(Please take notes below or create a separate doc and link below)



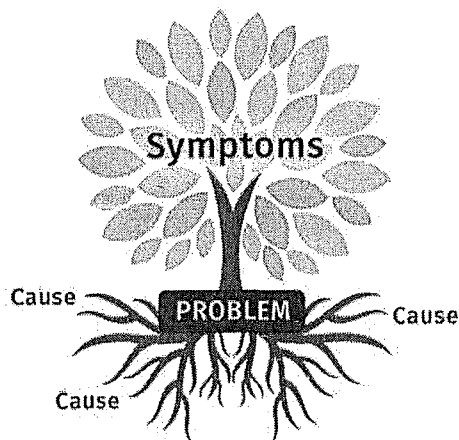
6

ARLINGTON RUNS ON HISTORY

*Arlington High School
History & Social Studies Department
April Department Meeting*

1) Root Cause Analysis:

- Think about what we have talked about this year in regards to historical research and the research paper: our views, student's views through the surveys, what we read in the articles, and your experiences working with students through the years
- The goal is to identify the problem at hand and what we perceive to be the causes of that problem. In order to help us think about this, let's look at this diagram:



With your grade level team, **create a root cause analysis of our research problem.**

- What are the symptoms--what do we see students experiencing? What are the most 'visible' signs of the issue(s)?
- Based on this, what do we think is the overarching problem revolving around historical research and writing the research paper?
- Once the problem has been defined, what are the causes of this problem?

It might be helpful to refer back to the student surveys on the research paper!

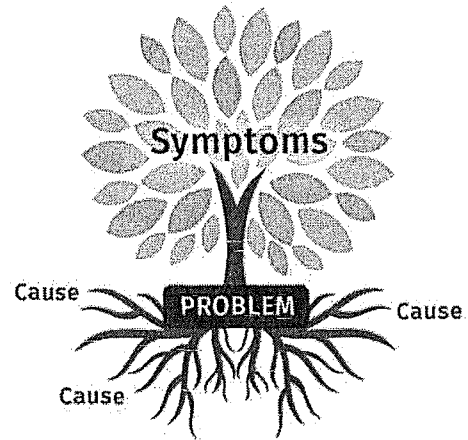
2) Research Skills

- Our goal by the end of the year is to begin to establish which research skills we will focus on in which specific grades, 6-11.

- With your grade level team, please **generate a list of all of the skills needed in order to research well and then write about that research.**

1) Root Cause Analysis:

- Think about what we have talked about this year in regards to historical research and the research paper: our views, student's views through the surveys, what we read in the articles, and your experiences working with students through the years
- The goal is to identify the problem at hand and what we perceive to be the causes of that problem. In order to help us think about this, let's look at this diagram:



‘With your group, **create a root cause analysis of our research problem.**

- What are the symptoms--what do we see students experiencing? What are the most ‘visible’ signs of the issue(s)?
- Based on this, what do we think is the overarching problem revolving around historical research and writing the research paper?
- Once the problem has been defined, what are the causes of this problem?

It might be helpful to refer back to the student surveys on the research paper!

2) Research Skills

- Our goal by the end of the year is to begin to establish which research skills we will focus on in which specific grades, 6-11.
- With your group, please **generate a list of all of the skills needed in order to research well and then write about that research.**

THIS IS THE BEST



MEETING EVER!

makeameme.org

6-12 History and Social Studies Department Mtg

Tuesday, May 20, 2019

7

REVIEW: Our Essential Questions

1) Why is research an important skill for students in the 21st century?

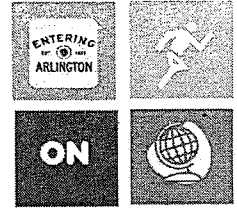
2) What skills are necessary in order to do research? How do these skills get scaffolded and reinforced in grades 6-12?



3) What does authentic, transferrable and adaptable research look like?

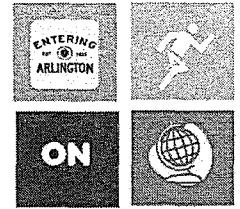


Root Cause Analysis- What We're Seeing



- **Poor citations**
- **Poor time management, poor-planning**
- **Informal writing**
- **Lack of cohesion/organization**
- **Anxiety**
- **Helplessness**
- **Lack of confidence**
- **'Copy and paste' syndrome**
- **Apathy, laziness, frustration**
- **Formatting/rule-abiding**

Root Cause Analysis- Why We're Seeing It



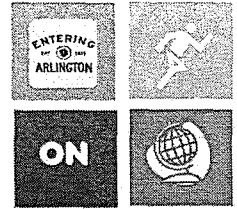
- Lack of experience, overuse of EasyBib
- Anxiety/procrastination
- Lack of time for teachers to directly instruct on skills
- No other formal research writing in other classes
- Our lack of excitement around the process (we dread it as much as students do; it's work for us)
- How does this apply to students' lives?
- Using academic language
- How to find good sources
- How to move on when you get stuck?



Groups:

- 1) Bakke, Toro, Clark, Mackay
- 2) Conroy, Arabasz, Martinelli, Sandler
- 3) Hoctor, Ford, Barry, Konstandakis, Sancinito
- 4) Sundstrom, Amirault, Stoe, Fant, Matson

Our Task Today:



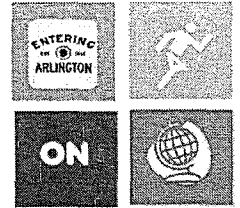
- 1) Examine the list of skills that we brainstormed at our last department meeting
- 2) For the specific skills, figure out what grade you think the skill should be introduced in. Many of these skills will encompass multiple grades, but when do you think the skill should get more intense direct instruction & practice? (we obviously can't have 6th grade do everything)
- 3) Some of these skills will recur in other grades once they are introduced--what does this skill look like in other grades? How do the expectations change? (you can use the blank index cards created to add this)

Ex: 6th grade- give website title as a citation

7th grade- citations for things paraphrased

If there is a skill not listed that you think should be, also use a blank index card for this

Looking Forward to Next Year



- 1) Establish research skill focuses in grades 6-11
- 2) Create a set of lessons that provide direct instruction for that research skill within each grade; create a schedule for these lessons
- 3) Create and implement common research performance assessments 6-11
- 4) Revise and use 6-11 research rubric
- 5) Research website with screencasts/videos

1) Discuss, define/describe skill

2) Sort onto chart:

- Some might be broken down more
 - In text citations: 6th grade- copy & paste URL into paragraph, 7th grade learn parenthetical citations
- Some might be over multiple grades, but if you can, try to come up with something specific
 - Time management: 6th-8th grade: making calendars

| Research Skills: What grade for direct instruction? | Habits & EF Skills: In all grades but looks different in each one |
|---|---|
| <ul style="list-style-type: none"> ● Writing an original research question ● Writing a claim ● Finding sources <ul style="list-style-type: none"> ○ Using search engines & databases ● Source reliability <ul style="list-style-type: none"> ○ Bias and point of view ● Source relevance: taking notes from a source ● Organizing research/outlining ● Reading/annotating sources ● Writing a body paragraph ● Writing an introduction ● Writing a conclusion ● Paraphrasing and summarizing ● Counter Arguments ● Creating a works cited page ● In text citations for paraphrasing ● Using direct quotes in writing (source attribution and citation) ● Revision | <ul style="list-style-type: none"> ● Using academic language ● Plagiarism ● Proofreading ● Using and creating graphic organizers ● Identifying the best evidence to use ● Interpreting charts, graphs, maps ● Using primary vs. secondary sources ● Time management ● Stamina/grit/perseverance ● Confidence ● Self motivation ● Transferability of research skills ● Self-evaluation and reflection |



9

6th

Source
reliability

reading/annotating
sources

organizing
research
outlining

Intro
conclusion

Body Paragraphs

7th

Searching for
sources

Note taking

Works cited

Source
reliability

paraphrasing /
summarizing

Direct
Quotes

8th

in-text
citations

Paraphrasing
Summarizing

Direct quotes

intro
(conclusion)

body paragraphs

9th

paraphrasing
summarizing

Direct Quotes

In-text
citations

Claim

10th

Writing an original
research question

Writing a Claim

Counterarguments

11th

Counter arguments

Writing original
research question

Depth
and
Complexity

6th

writing a claim

Searching for
sources

Source
reliability

"presearch"

7th

reading/annotating
sources

Note taking

works cited

formal
language

8th

direct quotes

paraphrasing

Finding academic
sources reliable
rather than using
popular sources for
research

intro

conclusion

9th

body paragraphs

in text citations

10th

organizing
research/
attuning

writing an original
research question

11th

counterarguments

6th Searching for sources

Source reliability

Writing a claim

7th

Note taking

intro

body paragraph

Conclusion

8th

Evaluating sources

Organizing research outline

Writing an original research question

9th

in text citations

direct quotes

Paraphrasing

Works Cited

10th

Counterarguments

11th

Source reliability reinforced in each grade

Evidence Cover Sheet for Goal Objective 1.1

Directions: Click on the link for the language that you submitted last spring: [18-19 District Goals](#). In addition, here are the links to the [Transferable Skills](#) and [Vision of Student and Learner and Global Citizen](#).

Goal Objective 1.1: Students will engage in curricula that are designed in response to the district's vision of student as learner with an emphasis on transferable skills such as remain in alignment with state standards, and coherent within each discipline.

District Goal/Rationale: (How does this connect to the language in goal objective 1.1? More specifically, how does it connect to transferable skills, district's vision of student as learner, and align with state standards?)

Providing consistent, standards-based instruction on digital citizenship is essential for preparing our students to be responsible users of educational technology during their time as Arlington Public School students and in preparation for college and careers. This instruction is aligned with our district goals and the MA Digital Literacy and Computer Science Standards.

Action: (What is the action?)

Teachers will pilot BrainPOP curriculum in select elementary and middle school classrooms
The high school will pilot Common Sense Media curriculum
Feedback from teachers will be used to expand the pilot for 2019 2020

Progress:

This goal is ongoing. A spring digital citizenship pilot was created with input from the Digital Learning team.

Description of Evidence:

We are collecting evidence this spring as the pilot takes place.

Digital Citizenship Pilot (Freshman Seminar)

Goal:

Deliver Common Sense Media's Digital Footprint lesson on "oversharing" to 2 - 5 sections of the Freshman Seminar at Arlington High School.

The Lesson:

Common Sense Media

Digital Footprint - Oversharing

"Social media can be a place to connect, learn, and, most of all, share. But how much do kids know about what they're sharing -- and not just about themselves but each other? Help students think critically about their digital footprints on social media."

"Students will be able to:

- Identify reasons for using social media and the challenges that often come along with it.
- Reflect on the responsibilities they have that are related to digital footprints -- both their own and others' -- when they're using social media.
- Identify ways to make the most of social media while still caring for the digital footprints of themselves and others."

The full lesson plan ([click here](#))

Digital K-8 Citizenship Pilot
Spring 2019

Please teach at least one lesson and fill out the feedback form before June 18th.

The lesson(s) should include:

- A quiz
- At least one of the activities

BrainPOP K-2 Lesson
BrainPOP Jr. Online Safety

BrainPOP K-8 Lessons
BrainPOP Online Safety

BrainPOP Digital Etiquette

BrainPOP Cyberbullying

Feedback

We need to know how the lesson(s) went and what type of support teachers need in order to use BrainPOP for digital citizenship. Please fill out the form by June 18th.

Feedback form

MY BRAINPOP

ENTER CODE

thompsonadmin

Search BrainPOP

Online Safety

Movie

Quiz

Challenge

Make-a-Map

Make-a-Movie

Creative Coding

GameUp (6)

Newsela

Primary Source

Related Reading

Activities

0:00 / 4:55

CC

Settings

Fullscreen

With the Internet, the world is at your fingertips! That world can be fun and informative, but it can be dangerous, too. Happily, Cassie and Moby are here to help! Their simple

[Movie Transcript](#) | [Full Description](#)

This Topic is Part of the Theme:

• Digital Citizenship (19 Resources)



Digital Learning Team Agenda

June 7, 2018

Vision

This year we will continue to support Digital Learning in our buildings as well as focusing on resources and grade-level best practices to promote a mindset for digital citizenship (aligning with District goals).

Norms

Equity of Voice

- Take turns, listen, contribute

Assume Positive Intentions

- Respectfully disagree, come with a good attitude, respond positively

Stay Focused

- Keep discussions productive, stay on topic, follow agenda

Come prepared

- Try your best to be on time, come with needed materials, facilitator share notes and agenda before the meeting

Meeting Objectives

- To familiarize ourselves with the Computing and Society strand of the DLCS
- To create a draft curriculum plan

Materials

- [Digital Citizenship and Safety course / Google](#)
- [Edsurge It's Not Digital Citizenship...](#)
- [Edutopia What Your Students Really Need to Know...](#)
- [Google Be Internet Awesome](#)
- [Common Sense Media curriculum](#)
- [DLCS Overview and Data Activity \(link\)](#)
- [Did You Know? Spyponders Account resource - draft](#)

Plan

1. Greetings (15 minutes) and plan for the day
2. Share: vision for teaching DigCit (30 minutes)
 - a. Stuff and Vision protocol
 - b. Goal: agree upon a direction and evaluate materials based on vision
3. DLCS Computing and Society strand review (20 minutes)
4. Break (10 minutes)
5. Evaluate materials: report out what we've learned (1.5 hour)
 - a. What are 2 or 3 main points from what you read?
 - b. Any new ideas or methods in what you reviewed?
 - c. How does what you learned apply to APS?
6. Lunch
7. Spyponders accounts - how to use appropriately

8. Designing and/or adapting curriculum (2 hours)
9. DLCS Overview and Data Activity (1 hour)

Stuff and Vision protocol

1. Introduction
2. Vision input
 - a. Each participant describes his/her vision for teaching DigCit
 - b. Audience listens to each person fully
 - c. Vision go-round: each participant answers the question *What comes to my mind when I think of this vision?* (30 seconds each)
 - d. Designing on the spot: discussion of common threads
 - e. Stuff go-around: each participant answers the question *What do we need to teach this curriculum?*
 - f. Conversation
 - g. Reflection

Resources

New Tech in Practice Google+ please join

APS District Goals 2017 2018 / APS
Overarching Goals 2017 2018

Link to the Digital Learning Team folder

Digital Literacy/Citizenship Frameworks (MA)

AHS Tech Survey Results

Visions

***** Teacher education

- AUP - How collected? Reinforced to students?
- *Coaching - can't keep bombarding teachers with hardware without support
- *Ed tech on Tuesday early release days for elementary - or Building Meeting at each school
- Support teachers who are fearful of technology - empowerment!
- Support for multiple technologies in different classrooms (Geek Squad)
- Barrier between what students and teachers know (Especially when students know more than their teachers!)
- SAMR?

*****Supported, manageable, integrated

- Explicitly taught rather vs. stand alone lessons vs. integrated lessons
- Must be incorporated!
 - Teaching snippets throughout the day; embed technology use & skills into curriculum
 - Where does this fit into the day (at elementary level) at all levels?
- Conceptual frameworks - SAMR, DLCS
- ***Consistency, systematic
- **Care and feeding needed

Student Education

***** Social emotional competencies

- Phone use, happiness, typing & screen grabs vs handwriting
- CARES and tie in with bullying curriculum - add cyberbullying
- In DigCit realm; bullying staff and students via technology; supervision; inappropriate uses of Spyponders accounts; reinforcing the fact that once it's out there it's permanent; hard
- Collaboration among students
- ***Positive strand promoting the great reasons to create a robust community/digital footprint
- Proper use at home
- Assessment and plan for remediation

****Non-digital learning/digital learning**

*****Community of students and teachers that can use ed tech in a responsible way - caring and confident**

****Contracts and Such**

- Visuals
- Inconsistencies in how much digital learning tools are used
- AHS AUP only; at one time advisory was used for DigCit. Ask for a PD day.
- Tech contract at Dallin
- Repetition and revisiting rules and AUPs

*Library specialist involvement: keyboarding, basic ed tech lessons [future consideration and/or staffing implications]

Scope and sequence needed but can't be done today because director input is needed

- AUP orientation
- Brochure for teachers: here is how to monitor students
- Visuals related to AUP
- AHS teachers published personal classroom tech rules - BYOD use rules

Scheduling issues - we need time to train teachers and time to teach students

Resources aligned with standards

List of features of Spyponders accounts

Stand alone lessons that are explicitly taught lessons

Several issues that have come up this past year: Dallin issues,

Support is twofold: providing teachers materials and accountability

Collaboration with other departments - SEL and Digital Learning

Dallin video

Grade 3 or 4th, Grade 6 pivotal years

What is the policy around using Spyponders accounts at home?

Consequences

Parent education

Curriculum night / open house talking points for teachers

Assessment and plan for remediation

Evaluation of Materials

Common Sense Media - Elementary

- Overview PDF
- 3 Units (5 lessons each) K-2, 3-5, 6-8 4 Units 9-12
- Digital Passport - Games to reinforce concepts
- 2-4 minute videos - Online Assessments
- Lessons are long - 45 minutes
- Same from when I used them five years ago

Common Sense Media - 9-12

- 5 units, 20 total so brief videos with nice discussion guides (covers a lot of bases)
- Online assessment seems cumbersome. Maybe it's ok in action?

Google - Be Internet Awesome (Elementary 3-5?)

Main ideas

1. Program designed to teach students to be safe and smart online in grades 3-5.
2. 5 Fundamentals of DC and Safety
 - a. **Share with Care** - Be Internet Smart (Think critically and evaluate online sources)
 - b. **Don't Fall for the Fake** - Be Internet Alert (Protect themselves from online threats, including bullies and scams)
 - c. **Secure Your Secrets** - Be Internet Strong (Get smart about sharing: what, when, and with whom)
 - d. **It's Cool to be Kind** - Be Internet Kind (Be kind and respectful toward other people and their privacy)
 - e. **When in Doubt, Talk it Out** - Be Internet Brave (Ask for help from a parent or other adult with tricky situations)
3. There are mult. activities/lessons for each of the 5 fundamental topics
4. Many supports and training centers/courses offered for free with Google Account

Methods

- Interland - playful browser-based games for learning about DC
- Activities/Lessons: Vocabulary, Themes, Goals, Standards
- ***Teacher Training Center (this is a course to complete with units and a quiz)

- 6 courses to be trained in (Fundamentals, Advanced, Devices, Certified Trainer, Digital Citizenship & Safety, Tools for Diverse Learners)
- Posters
- Certificates and Badges
- Papercraft Activity
- Additional Resources: Google, Family Online Safety Institute, ConnectsSafely

How does it fit with what we're doing?

- Parent Education: Parent Letter
- Teacher Education: Activities to teach (not sure they integrate, they seem to be stand alone)
- Teacher Education: Training Courses
- Student Education: A Student Pledge (visual)
- Student Education: Interland can go into Google Classroom

Start with the concept of "Digital Citizenship" within the context of the technology available to the user.

Goal 5 lessons--

Big themes will be a sort of an umbrella and their will vary depending upon the grade level. Do you take on the big picture. When and how do you take on the scope and sequence.

Where to start?

Identify 5 major themes of Digital Citizenship and Safety

What does it mean? Ask students to write down what they think

When is the AUP sent out and returned?

K-2 FUNDamentals

1. AUP
2. Establishing Rules/Routines: Device Handling
3. Responsible usage - follow teacher instructions
4. Sharing personal information - using names/pictures in Apps
5. Keep your Password private

3-5 FUNdamentals

1. AUP
2. Spyponders
 - a. How to create a smart passwords
 - b. Creating your own Spyponders account password
3. Digital artifacts: whatever you create becomes part of your footprint
4. Cyberbullying
5. Private and personal information
6. Citing your sources

6 - 8 FUNdamentals

1. Cyberbullying
2. Netiquette
 - a. Appropriate and responsible practice
 - b. Participating on online communities (ie Google Classroom)
3. Plagiarism
4. Evaluation of online resources
5. AUP

9-12 Lesson Themes

1. AUP intro
2. Safe Practices
 - a. UNIT 2 > LESSON 4 Overexposed: Sexting and Relationships
 - b. U4/L1 Private Today Public Tomorrow
3. Cyber Bullying and harassment
 - a. UNIT 3 > LESSON 2 Perspectives on cyberbullying
4. Managing your web presence
 - a. UNIT 3 > LESSON 5 Abbas's story pride in your digital footprint
5. Copyright / Fair Use/ Plagiarism

9-12 Strategies

1. Advisory Lessons / Common Sense Media
2. Freshman Orientations / Seminars
3. Try to get building/departments meeting time

4. See what Sarah Byrd is planning.

See Common Sense Scope and Sequence (last 2 pages are 9-12 units)

Evidence Cover Sheet for Goal Objective 1.1

World Languages

Directions: Click on the link for the language that you submitted last spring: [18-19 District Goals](#). In addition, here are the links to the [Transferable Skills](#) and [Vision of Student and Learner and Global Citizen](#).

Goal Objective 1.1: Students will engage in curricula that are designed in response to the district's vision of student as learner with an emphasis on transferable skills such as remain in alignment with state standards, and coherent within each discipline.

World Languages: Develop and pilot thematic units

District Goal/Rationale: (How does this connect to the language in goal objective 1.1? More specifically, how does it connect to transferable skills, district's vision of student as learner, and align with state standards?)

In World Languages, our goal was to develop and pilot thematic units that align with [ACTFL World Readiness Standards for Learning Languages](#). (The MA Foreign Language Framework is from 1999; production of a new set of content standards and framework for World Languages has just recently been approved.)

Thematic units in World Languages will include the five basic principles recommended for thematic unit design:

- Communicatively purposeful: Building toward proficiency
- Culturally focused: Developing interculturality
- Intrinsically interesting: Relevant to learners
- Cognitively engaging: Requiring critical thinking skills
- Standards-based: Reflecting goals for learning languages

These principles align with our district focus on expressive and receptive communication skills, global and cultural awareness, critical thinking, and flexibility and adaptability.

The units will include use of authentic documents to acquire knowledge, engaging students in observation and analysis to understand the products, practices and perspectives of target language cultures, and then demonstrating that knowledge in spontaneous and practiced speaking and writing in the target language, requiring perseverance and use of effective strategies to make oneself understood. The overarching goal of World Languages is to successfully communicate in the target language, demonstrating cultural competence and understanding.

Action: (What is the action?)

Work with consultant Laura Terrill.

- Understand the rationale for thematic units
- Thematic unit design
- Connection among standards, can-do statements, performance and proficiency
- Use of target language
- Lesson Design
- Learning Targets
- Collaborative Learning
- Literacy in the Interpretive, Interpersonal and Presentational Modes
- Vocabulary and Grammar

2018-2019 Department Goal: Increased student use of target language.

Department and PLC meetings focused on this increased student use of target language: researching, sharing, developing and analyzing strategies to create the conditions for students to use the target language for all communication.

Progress:

- Implementation of some learning activities from professional learning with Laura Terrill, during department meetings and outside learning.
- Draft of themes, essential questions, and possible learning content for levels 1-2.
-

Description of Evidence:

Agenda from our release day with Laura Terrill

Agendas from department meetings & shared strategies doc - student use of target language

World Language Curriculum Development
December 4 and 5, 2018
8:00 - 2:30

Lunch: 12:00 - 12:30

June 2018

What and How Well?

- Performance Toward Proficiency
- World-Readiness Standards
- 2017 NCSSFL-ACTFL Can Do Statements
- Thematic Unit Design
- Possible Scope and Sequence

December 2018

How do we do this in our daily lessons? How do I apply strategies to an authentic (non-fiction) text I will use?

- Use of target language
- Lesson Design
- Learning Targets
- Collaborative Learning
- Literacy in the Interpretive, Interpersonal and Presentational Modes
- Vocabulary and Grammar

February 2019

- Revision and creation of Level 1 units
- Selection of authentic text
- Development of assessments



Arlington Public Schools
World Languages Department Meeting, grades 6-8
Tuesday, October 30, 2018
Ottoson Middle School, Room 205
2:50-3:45
Agenda

None of us is as smart as all of us.

Great things are done by a series of small things brought together.

Desired Outcomes

By the end of this meeting, we hope to have:

*A plan for a strategy/-ies to implement in the next ~month to support increased student use of target language for all communication

I can list a strategy/-ies I'll implement in the next ~month to support increased student use of target language for all communication

| What | How | Who | When |
|--|---|-----------------|-----------|
| Welcome & Warm Up | Welcome! Follow directions for pair activity | Dawn & teachers | 2:50-3:00 |
| Desired Outcomes | Present & clarify | | |
| Department agreements | Read <u>WL Department Agreements</u> ; anything missing? | Dawn & teachers | 3:00-3:05 |
| Successes this year | Share a success you have had to date this year with a new partner | Teachers | 3:05-3:10 |
| Student Learning Goal Work * Interpersonal speaking: spontaneous, negotiation of meaning. * not about being accurate but prioritizing communication over accuracy. | - Work with another new partner for this portion of the meeting - Share a strategy you are implementing/have implemented that supports the student learning goal (~7 minutes) Plan a strategy you are interested in implementing this year that supports the student learning goal (~20 minutes). Discuss why/how/when; needs; evidence it is working. Post-it share out (~3 minutes) <u>APS Student Learning Goal, 2018-2019 Possible Action Steps</u> | Teachers | 3:10-3:40 |
| Closing & feedback | Complete plus/delta | Teachers | 3:40-3:45 |

'What we do at weekends' Activity

1) Partner with someone who has a different color paper than you (partner A, partner B).

If needed, make a group of 3.

2) Read the directions and take ~20 seconds to rank your responses (*substitute *work* for *homework*; substitute *learning about teaching* for *learning things for tests next week*).

Then discuss with your partner and create the combined list.

You will not have to time to complete the list - the objective is to engage in conversation.



Arlington Public Schools
World Languages Department Meeting, grades 6-8
Tuesday, Sept 25, 2018
Gibbs School, Library Mezzanine Workroom
3:00-3:45
Agenda

None of us is as smart as all of us.

Great things are done by a series of small things brought together.

Desired Outcomes

By the end of this meeting, we hope to have:

* A shared understanding of the department student learning goal in order to create a list of possible action steps, needs & resources

I can explain the meaning behind the department student learning goal

I can list possible action steps, needs & resources to achieve this goal

| What | How | Who | When |
|-----------------------|---|-----------------|-----------|
| Welcome & Warm Up | Welcome! Follow directions for pair activity | Dawn & teachers | 3:00-3:10 |
| Desired Outcomes | Present & clarify | | |
| Department agreements | Read <u>WL Department Agreements</u> ; what's missing? | Dawn & teachers | 3:10-3:15 |
| Student Learning Goal | Generate action steps, needs, resources to achieve the goal | Teachers | 3:15-3:35 |
| Business | Meeting times | Dawn & teachers | 3:35-3:40 |
| Closing & feedback | Complete plus/delta | Teachers | 3:40-3:45 |

To do's:

1. Snack sign-up
2. Schedule/goals meetings. Send me a calendar invite, information in weekly of 9/17 (in WL email group, in WL dept shared folder)

If we had 15 more minutes on agenda:

- Share success from the beginning of the year
- Topics you want to be sure we address in meetings
- My time at Gibbs/OMS: what would you like

'Things We Have in Common' Activity

- 1) Partner with someone you don't know well.
- 2) Discuss the items on the list - skip ones that make sense for you. The objective is to engage in conversation, it's not important to complete them all in the time allotted.



Arlington Public Schools
World Languages Department Meeting, 6-12
Wednesday, August 29, 2018
Gibbs School, Room 216
9:15-11:10
Agenda

None of us is as smart as all of us.

Great things are done by a series of small things brought together.

Desired Outcomes

By the end of this meeting, we hope to have:

- * A shared understanding of instructional proficiency in order to inform your Professional Practice Goal
I can describe my instructional proficiency in order to inform my Professional Practice Goal
- * A shared understanding of Arlington Effective Educator Development System (AEEDS)
I can describe the AEEDS process
- * A shared understanding of some essential elements for the first weeks of school
I can describe important elements of the first weeks of school

| What | How | Who | When |
|--|---|-----------------|-------------|
| Welcome & Introductions | Make a name tag and sit with someone you don't know well | Dawn & teachers | 9:15-9:30 |
| Desired Outcomes Norms | Present & clarify | | |
| Instructional Proficiency | Present & clarify Participate, reflect, share | Dawn teachers | 9:30-10:00 |
| Evaluation (A rlington E ffective E ducator D evelopment S ystem, AEEDS) | Present & clarify -What to expect -Goals -AEEDS overview 2018-2019 | Dawn | 10:00-10:20 |
| Kicking off the year! | Read & reflect -Names -First days -Proficiency/Performance -Classroom set up -Classroom management | Teachers | 10:20-11:00 |
| Business/To Dos | <ul style="list-style-type: none"> • WL Shared Folder • Department meeting schedule • WL Blog • Meeting snack sign-up • Professional Development - MaFLA interest • Digital Presence: Check the link to your website on our site. Please email me any corrections/additions. New teachers: set up a site and send to me. • WL Dept Phone Numbers • AHS chromebook cart calendars are being set up | | 11:00-11:10 |
| Closing & feedback | Complete meeting feedback form Bonne chance et bon courage! | Dawn | 11:10-11:15 |

What Students Remember Most About Teachers

Inspired by Lori Gard (bit.ly/StudentsRemember)



© syria duckworth



Arlington Public Schools
World Languages Department Meeting, Grades 9-12
Wednesday, October 3, 2018
Room 508
2:45-3:45
Agenda

None of us is as smart as all of us.

Great things are done by a series of small things brought together.

Desired Outcomes

By the end of this meeting, we hope to have:

* A shared understanding of the department student learning goal in order to create a list of possible action steps, needs & resources

I can explain the meaning behind the department student learning goal

I can list possible action steps, needs & resources to achieve this goal

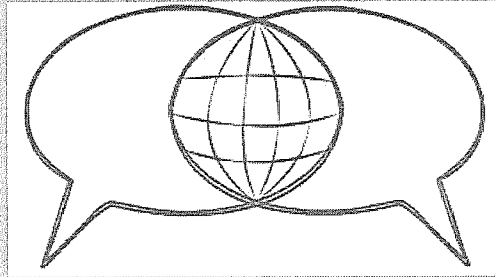
| What | How | Who | When |
|-----------------------|--|-----------------|-----------|
| Welcome & Warm Up | Welcome! Follow directions for pair activity. | Dawn & teachers | 2:45-2:55 |
| Desired Outcomes | Present & clarify | | |
| Department agreements | Read <u>WL Department Agreements</u> ; what's missing? | Dawn & teachers | 2:55-3:05 |
| Student Learning Goal | Generate action steps, needs, resources to achieve the goal | Teachers | 3:05-3:35 |
| Business | Snack sign up Collaborative Problem Solving - participant from each department, Jan 14-16 Goals meetings | Dawn & teachers | 3:35-3:40 |
| Closing & feedback | Complete plus/delta | Teachers | 3:40-3:45 |

To do's:

1. Snack sign up
2. Collaborative problem solving (CPS)
3. Schedule goals meeting

'Things We Have in Common' Activity

- 1) Partner with someone you don't know well.
- 2) Discuss any items on the list - skip ones that make sense for you. The objective is to engage in conversation, it's not important to complete them all in the time allotted.



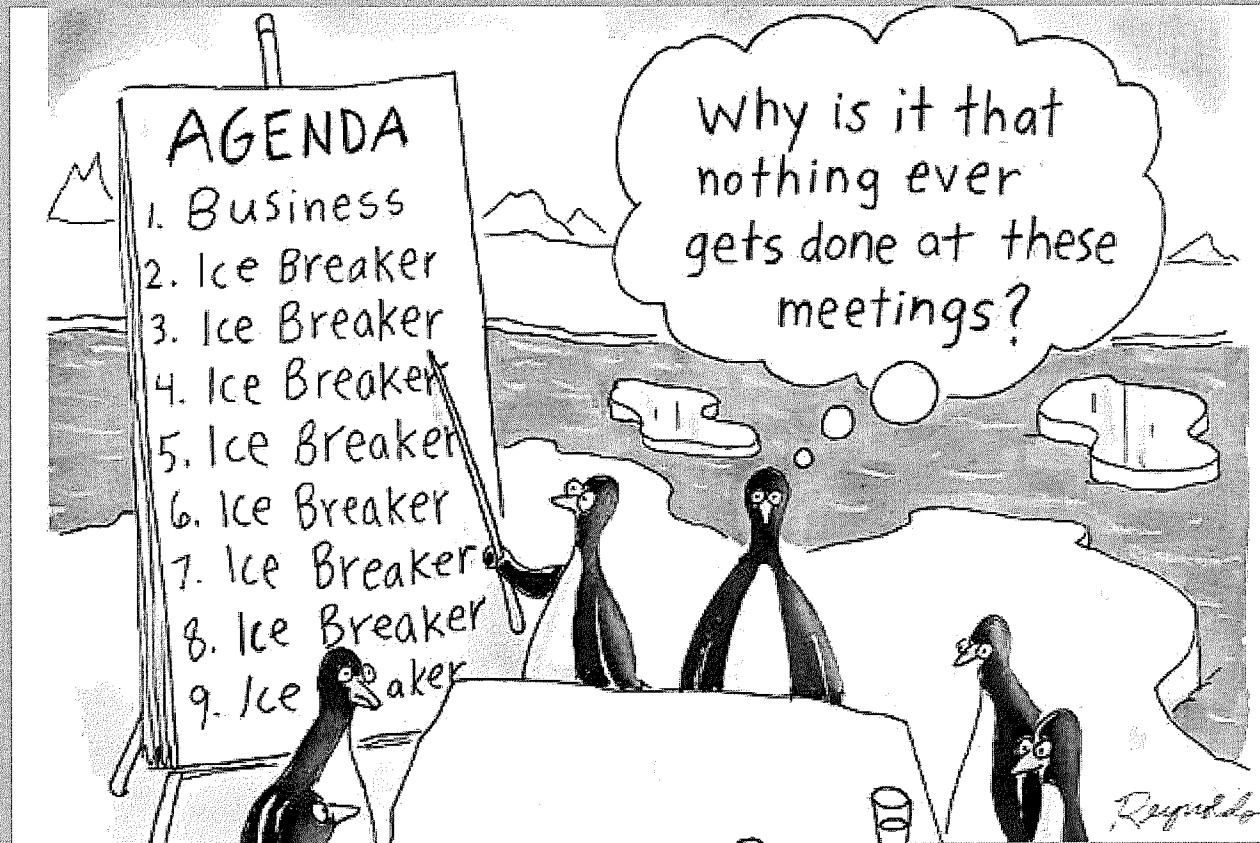
APS World Languages

**Opening Meeting
August 29, 2018**

Desired Outcomes

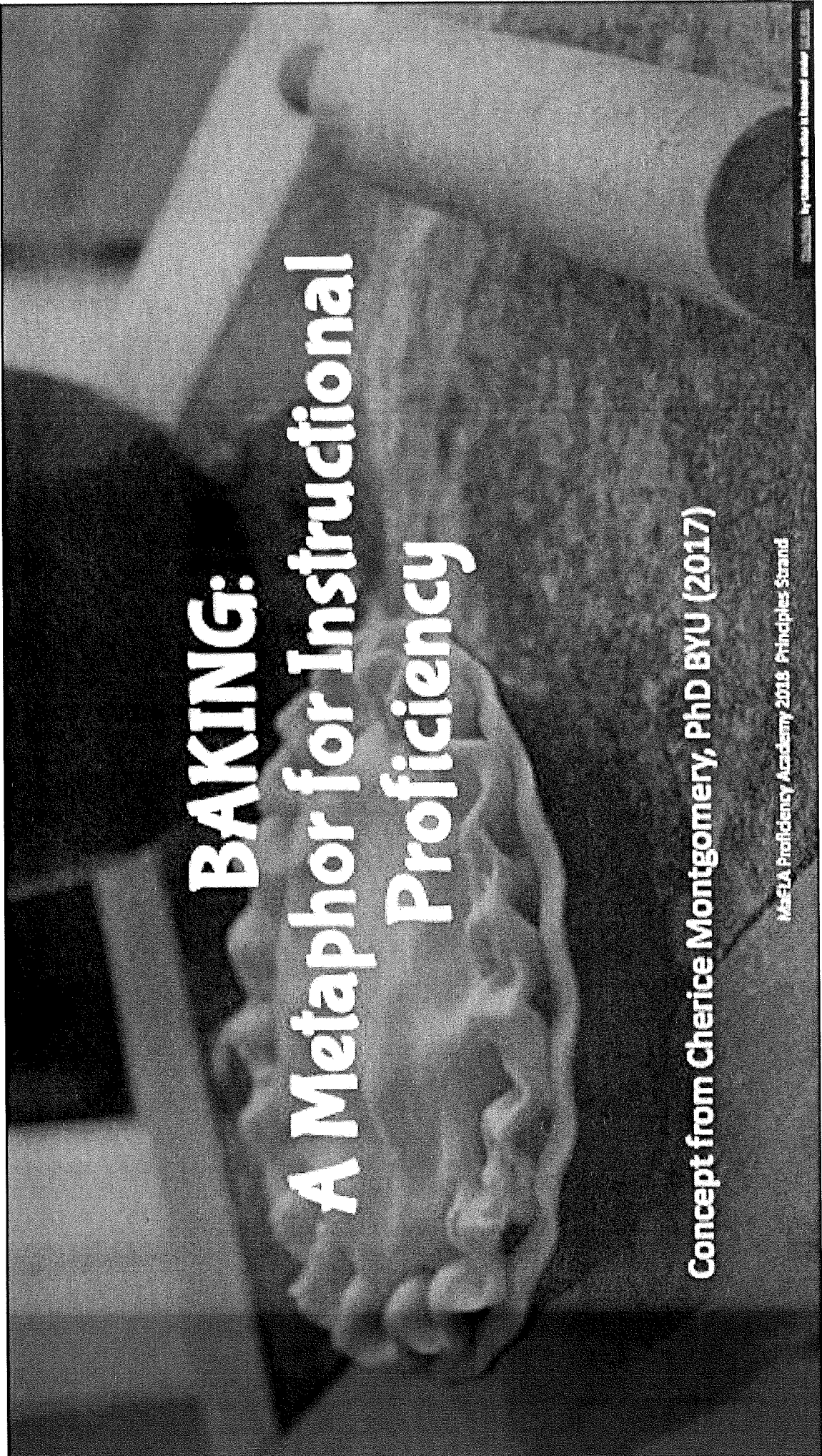
- Instructional Proficiency
- Evaluation
- Kicking off the Year
- Business

Nice to meet you!



What's My Instructional Proficiency?

Concept & following slides are shared with permission of Greta Lundgaard, MaFLA Proficiency Academy, 2018, Principles Strand



BAKING: A Metaphor for Instructional Proficiency

Concept from Cherice Montgomery, PhD BYU (2017)

Ms-FA Proficiency Academy 2018 Principles Strand

Instructional Proficiency: Novice

This Photo by Unknown Author is licensed under [CC BY](#)

Concept from Cherice Montgomery, BYU

MaFLA Proficiency Academy 2018 Principles Strand

**Instructional
Proficiency:
Intermediate**

*Betty
Crocker*

*Super
Moist*
CAKE MIX



new look!
SAME GREAT

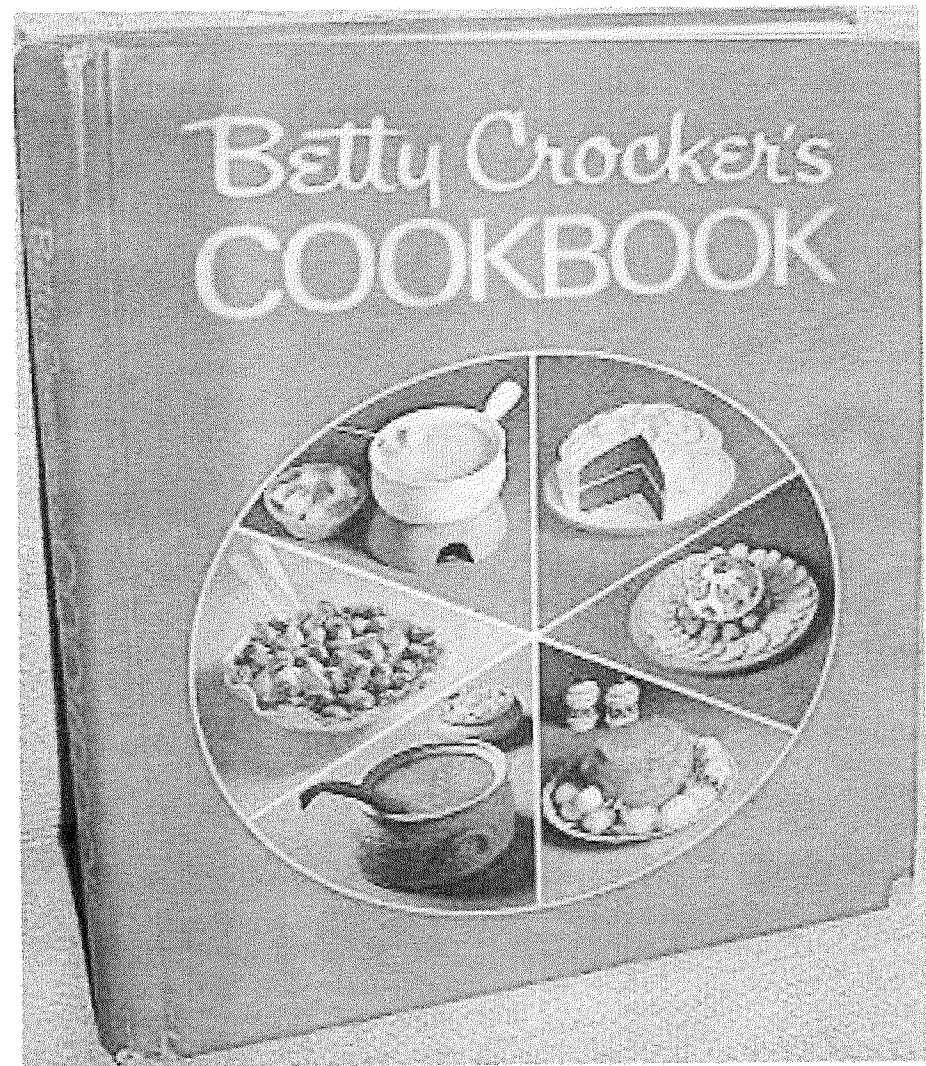
Concept from Cherice Montgomery, BYU

MaFLA Proficiency Academy 2018 Principles Strand

Instructional Proficiency: Advanced

Concept from Cherice Montgomery, BYU

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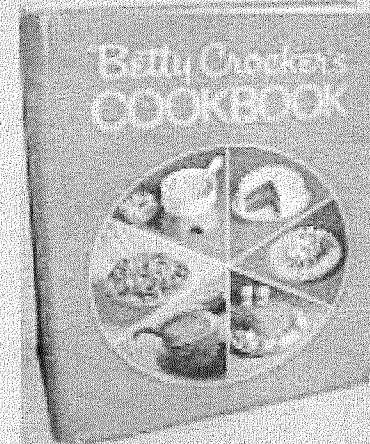
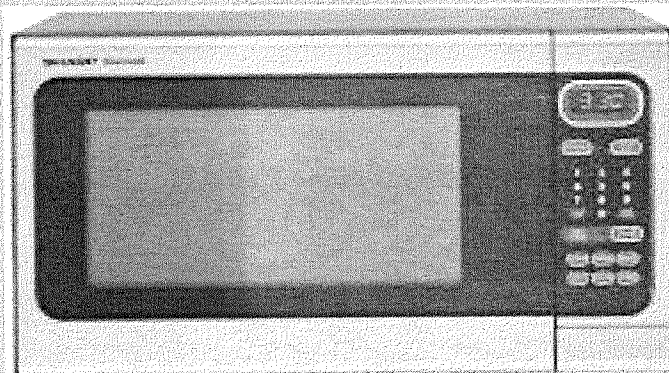
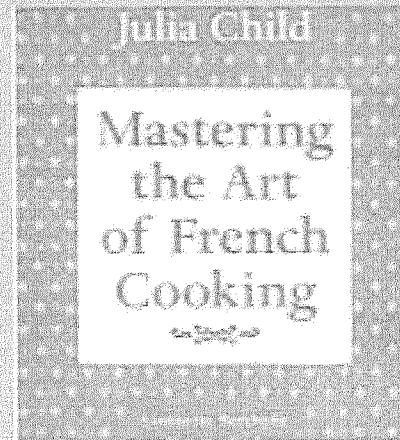


Instructional Proficiency: Superior

Concept from Cherice Montgomery, BYU

Julia Child Mastering the Art of French Cooking

Louisette Bertholle



Where Do You Stand in your Instructional Proficiency?

How do you develop Expertise?

From *Teach, Reflect, Learn* Hall & Simeral p. 14

MaFLA Proficiency Academy 2018 Principles Strand

Guiding Questions Around Expertise:

- How did your thinking about this skill evolve?
- When did you first consciously think about your current skill level and your desire to improve?
- Did you construct an intentional plan?
- How did that plan change over time, as you experienced set-backs and accomplishments along the way?
- Were you aware of your improvement as your skills increased?
- How often did you dedicate your brain power to this growth?

From Teach, Reflect, Learn, Hall & Simeral p. 14

Reflection is a form of mental processing that we use to fulfil a purpose or achieve some anticipated outcome. It is applied to gain a better understanding of relatively complicated or unstructured ideas and is largely based on the reprocessing of knowledge, understanding, and, possibly, emotions that we already possess.

Jenny Moon, Self Instructional Material on Reflective Learning, 2005

What is Reflective Practice?

In a professional setting, reflection is:

- Deliberate
- Purposeful
- Structured
- About Linking Theory & Practice
- About Change & Development
- About Becoming a Reflective Practitioner

Adapted from Scales, 2012

Self–Reflection

The act of exerting mental energy about professional responsibilities

- Gaining awareness of our students, content, pedagogy (educational surroundings)
- Planning deliberately and taking action with intentionality
- Assessing the impact of our decisions & actions
- Engaging in this cycle continuously.

From *Teach, Reflect, Learn*, Hall & Simeral p 15

Self-Assessment

You Are Where You Are

- Tool provides information about how you think
- Begin the process here
- A succession of baby steps
- Take the leap and move forward

Adapted from *Teach, Reflect, Learn* p. 31 Hall & Simeral

Continuum of Self-Reflection

Unaware

Conscious

Action

Refinement

10 – 14 pts

15 – 24 pts

24 – 34 pts

35 – 40 pts

Adapted from *Teach, Reflect, Learn* Hall & Simeral Fig 4.1 p 36

Continuum of Self-Reflection

Unaware

Conscious

Action

Refinement

10 - 14 pts

15 - 24 pts

24 - 34 pts

35 - 40 pts

Adapted from *Teach, Reflect, Learn* Hall & Simeral Fig 4.1 p 36

You Are Where You Are

- Tool provides information about how you think
- Begin the process here
- A succession of baby steps
- Take the leap and move forward

Adapted from *Teach, Reflect, Learn* p. 31 Hall & Simeral



How are you doing?

- Match the following classroom practices with the associated self-reflection stage:
 - U – Unaware
 - C – Conscious
 - A – Action
 - R – Refinement

| Stage | Classroom Practice |
|-------|---|
| | <p>Assessment drives daily instruction</p> <p>Lessons built on direct instruction and assignments</p> <p>Occasional Differentiation of instruction</p> <p>Regular use of Assessment to monitor student progress</p> <p>Multiple instructional strategies in use</p> <p>Short-term planning evident but inconsistent</p> <p>No differentiation of instruction</p> <p>Students largely responsible for their own learning</p> <p>Consistent application of best-practice instructional strategies</p> |

**Why is it
worth it?**



Teacher Quality: Top Influence on Student Achievement

- **John Hattie (2009):** 9 of the top 13 influences on student achievement are teacher- or teaching-related
- **DuFour & Marzano (2011):** “Schools must utilize strategies that result in more good teaching in more classrooms more of the time.”
- **McREL (2013):** “Decades of research suggest that effective teachers can have a tremendous, positive effect on student success.”

Adapted from *Teach Reflect Learn*, Hall & Simeral fig 4.2 p. 39

**Capability to
Adjust Actions**

How
effectively do I
respond to the
results of
ongoing
assessments?

**Awareness of
Instructional
Reality**

How aware
am I of my
students, the
content, and
pedagogy?

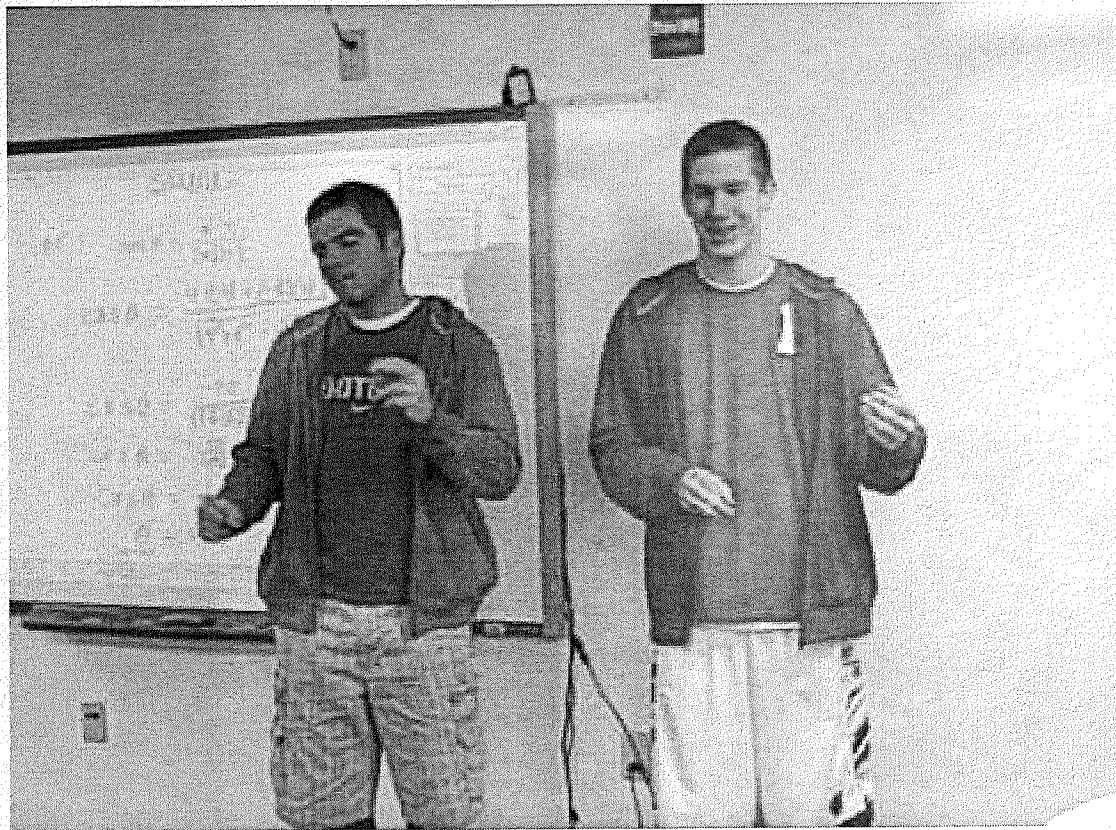
**Intentionality
of Actions**

How
intentionally
do I plan and
deliver all
aspects of my
teaching?

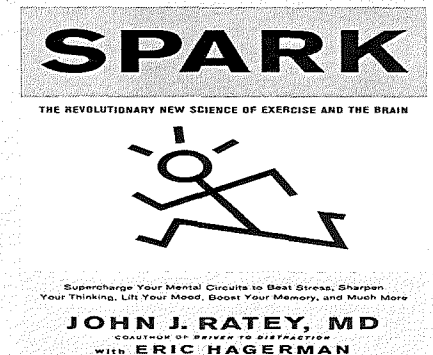
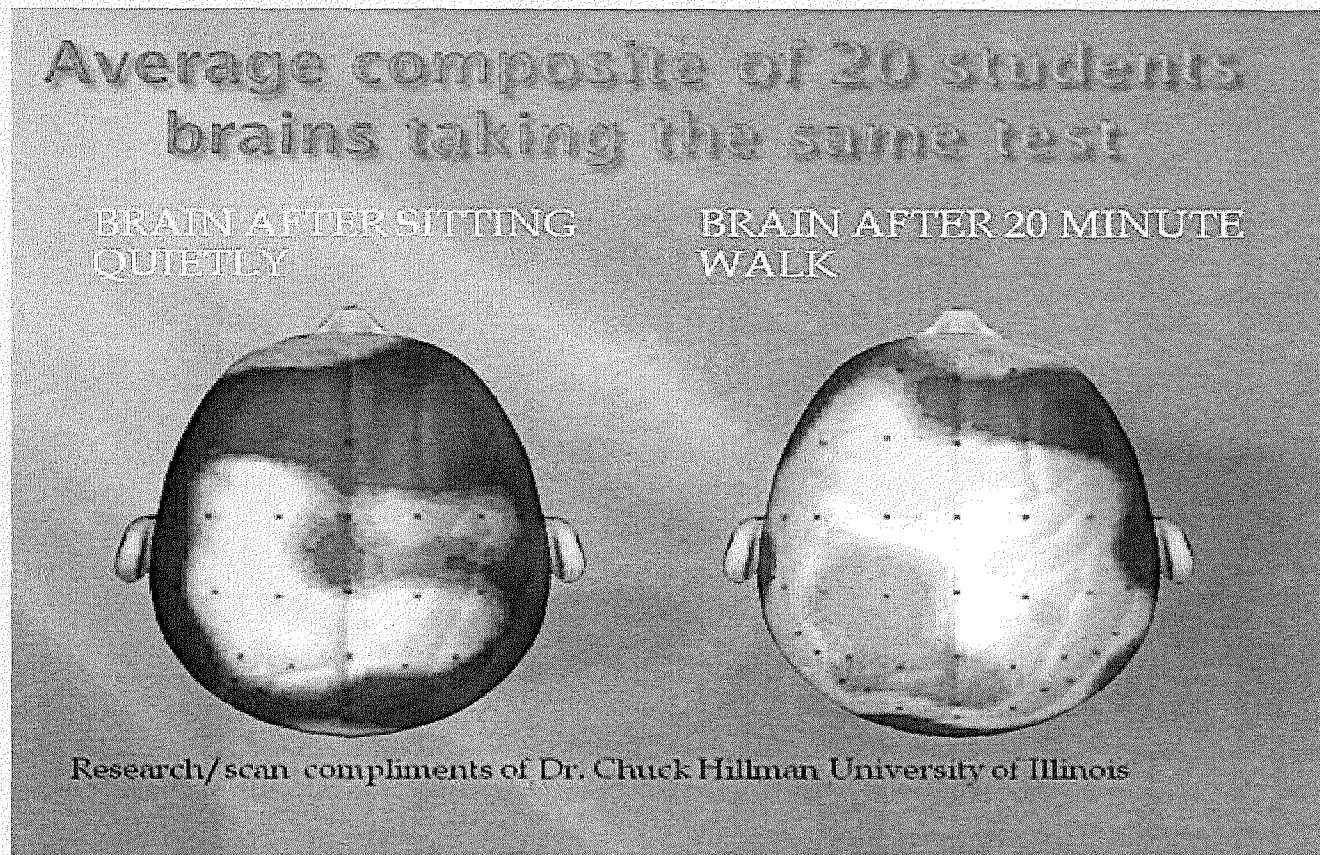
**Ability to
Accurately
Assess**

How do I know
whether my
actions affect
student
learning?

Brain Break!

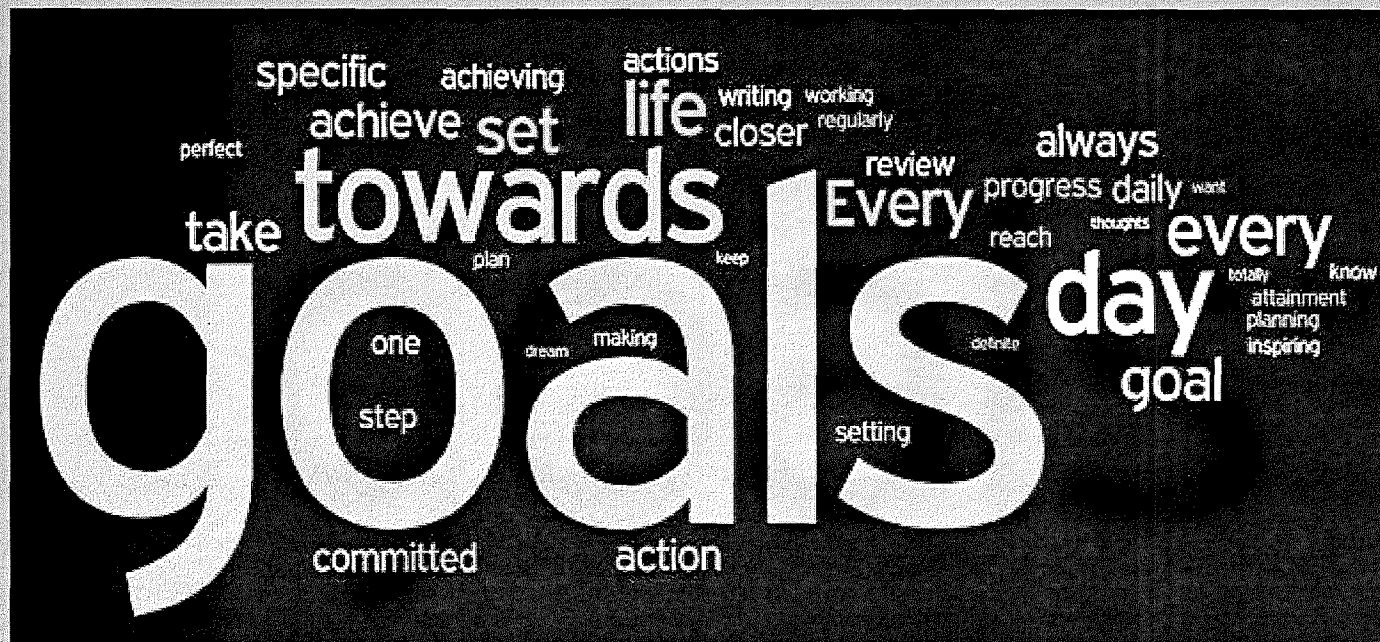


Brain Breaks



Evaluation Quick Overview

- Observations
- Post-observation meetings
- Evidence
- Formative & Summative Reports



APS WL Department Goals

Professional Practice Goal

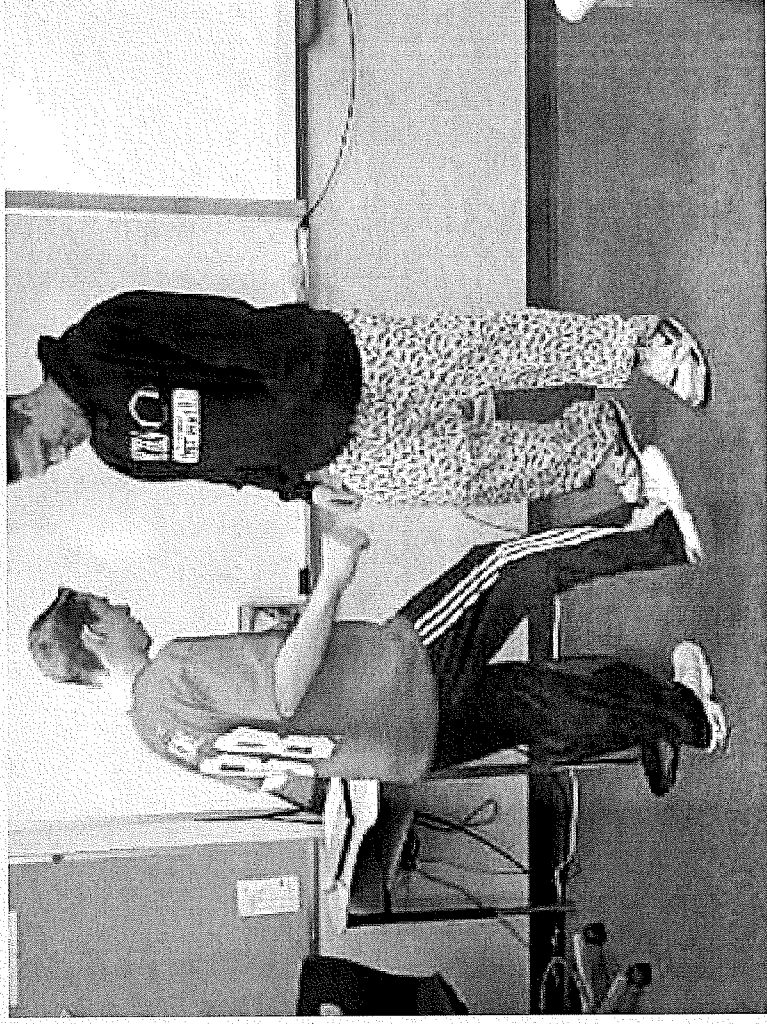
In order to improve the linguistic proficiency of my learners, I will continue to increase my instructional proficiency through an active practice of self-reflection.

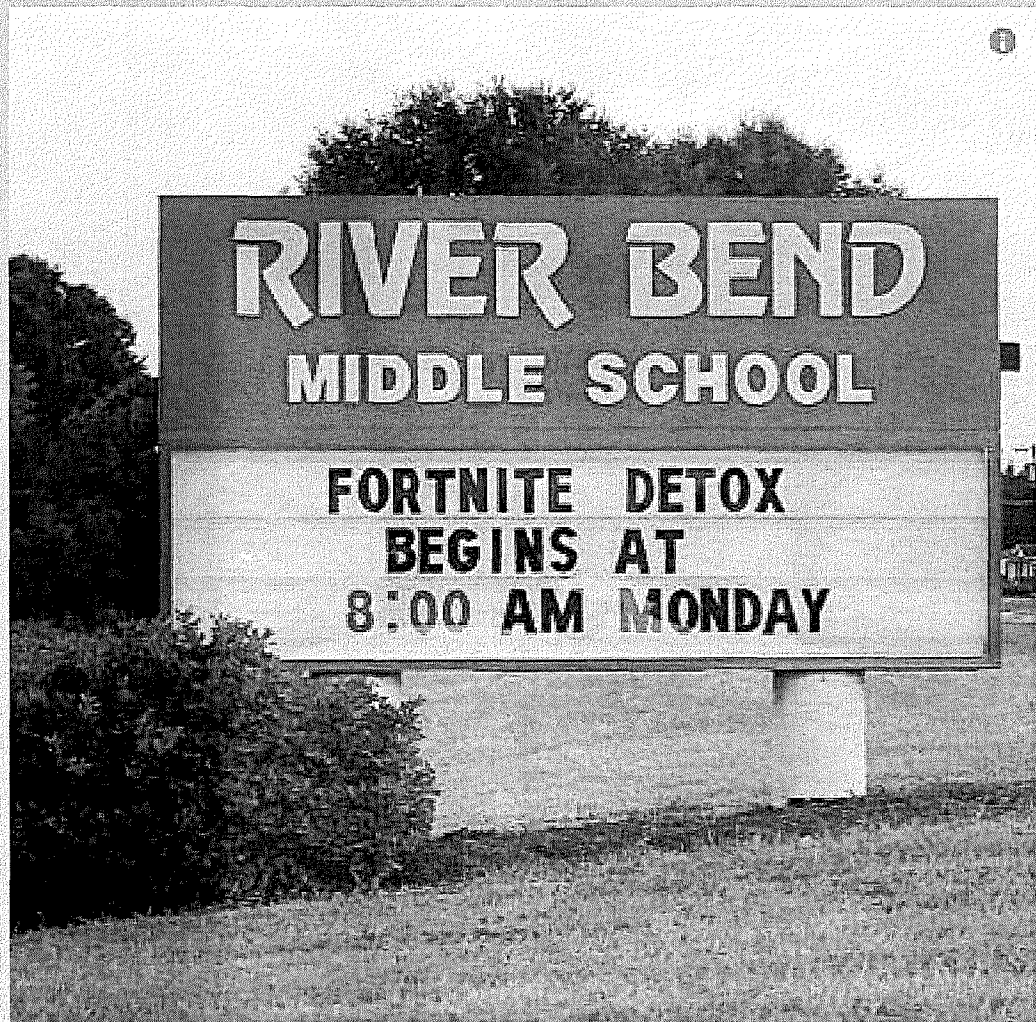
APS WL Department Goals

Student Learning Goal

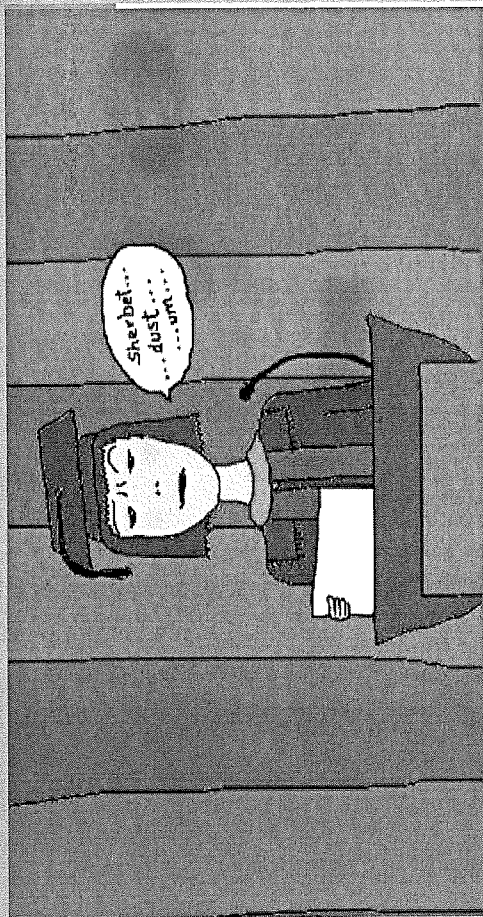
In order for students to (*continue to*) develop their interpersonal communication, students in [choose 1 class section] will increase their use of the target language for all communication, working toward the ACTFL recommendation of 90%+ target language use by student and teacher.

Brain Break!





**Kicking off
the year!**



HOW WE PRONOUNCE STUDENT NAMES

and Why it Matters



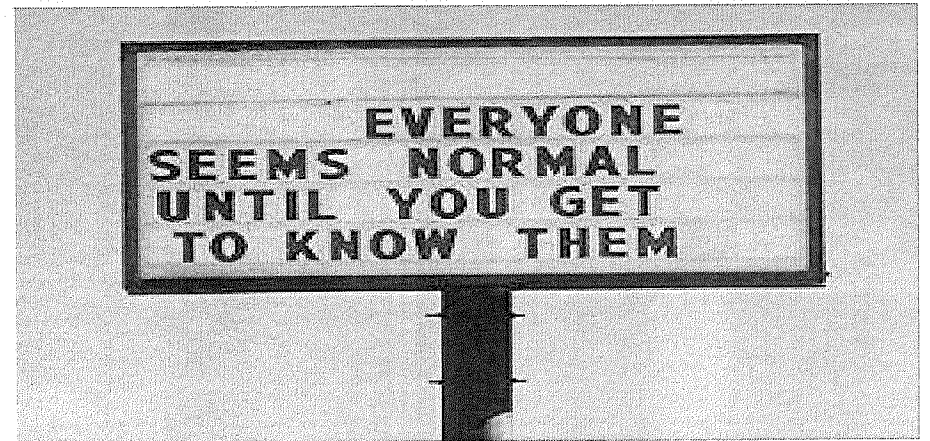
How will you create
this excitement?

My number one goal at the end of the first day is not that they know the rules and consequences. It's that they're excited to be part of the class. That they run home to their parents and say, "Oh my gosh. I have the best teacher. I have this awesome class. It's going to be great."

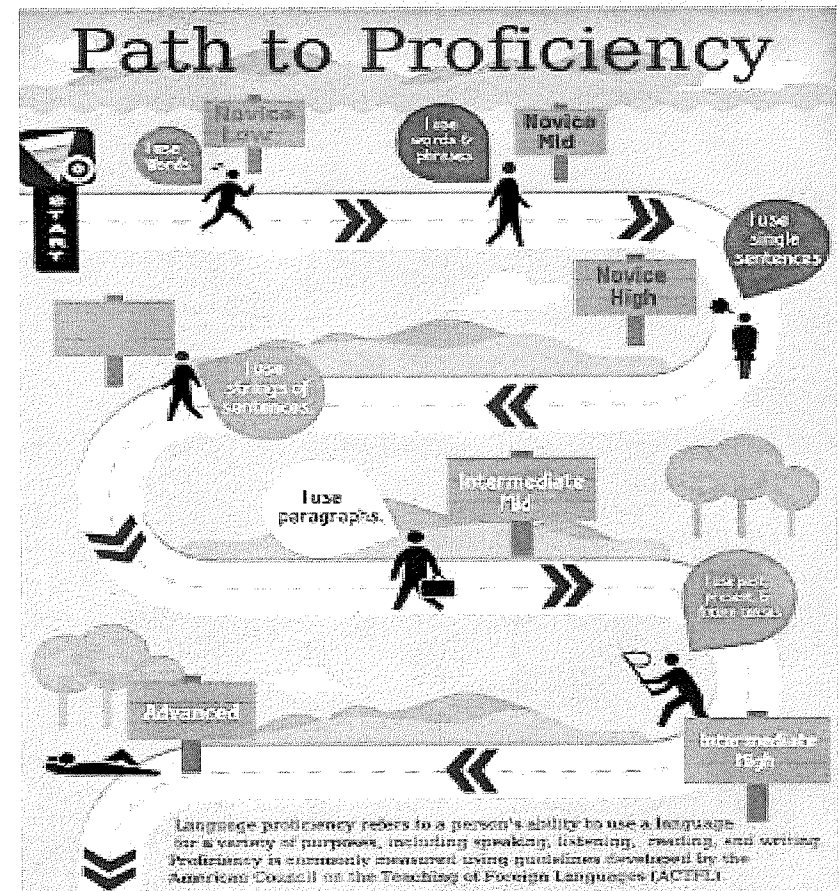
~ Michael Linsin



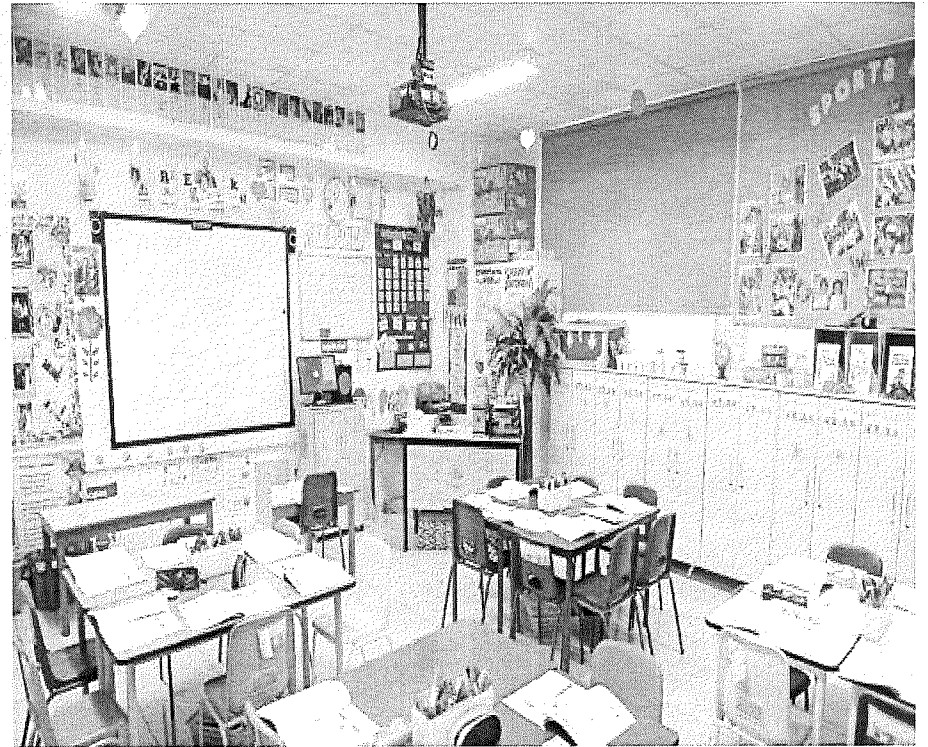
How will you get to
know your learners on
the first days?



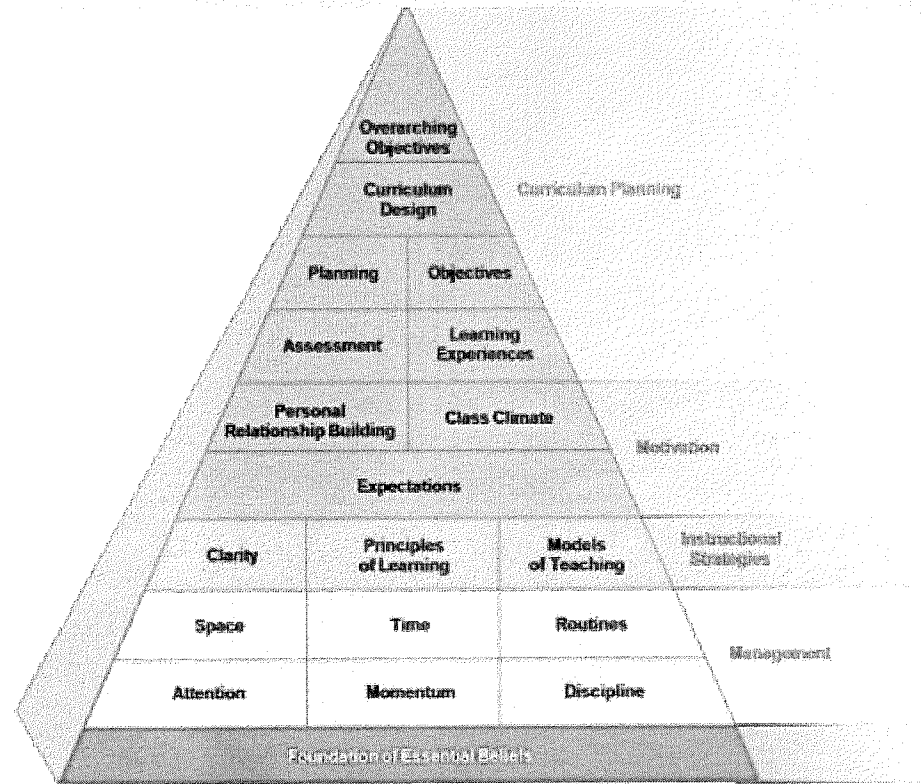
How will you help
them develop a
baseline
understanding of
performance &
proficiency?



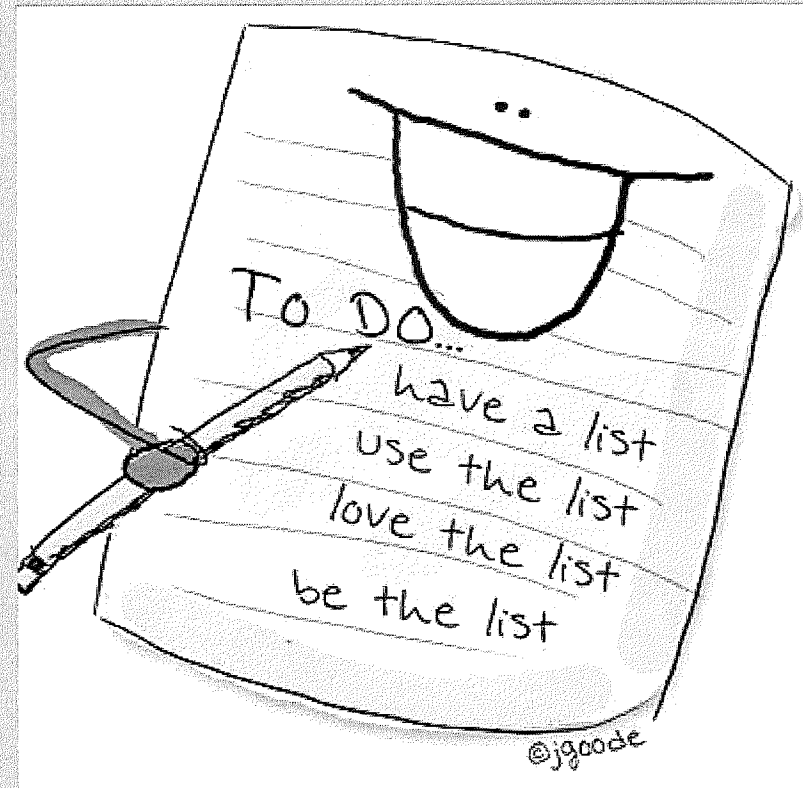
How will you set up
your classroom?



What's your
classroom
management plan?



Business



A vision for language study:

To prepare young people for meaningful interactions with people around the world, helping them understand the inextricable link between language and culture as they work to understand and communicate with respect in the language they are learning, and, at the same time, deepening their understanding of their own language and culture; to prepare young people to be explorers: being curious, asking questions, being open to sharing new experiences and new ideas, ultimately with the goal of creating networks of collaboration to address the challenges facing today's world.

Clementi & Terrill



Town of Arlington, Massachusetts

1.2 Students will develop their social and emotional (SEL) skills through age-appropriate SEL instruction that includes an awareness of cultural bias, and by learning in classrooms where responsible decision making, empathy, and the importance of positive relationships are the norm.

ATTACHMENTS:

| Type | File Name | Description |
|---------|-------------------------------------|------------------|
| ▣ Goals | SEL_EVIDENCE_-_GOAL_1.2.pdf | SEL Evidence 1.2 |
| ▣ Goals | VISUAL_ARTS_EVIDENCE_-_GOAL_1.2.pdf | Visual Arts 1.2 |

Evidence Cover Sheet for District Goals
Social Emotional Learning (SEL)

Directions: Click on the link for the language that you submitted last spring: [18-19 District Goals](#). In addition, here are the links to the [Transferable Skills](#) and [Vision of Student and Learner and Global Citizen](#).

Goal Objective 1.2

Students will develop their social and emotional (SEL) skills through age-appropriate SEL instruction that includes an awareness of cultural bias, and by learning in classrooms where responsible decision making, empathy, and the importance of positive relationships are the norm.

District Goal/Rationale: (How does this connect to the language in goal objective 1.2? More specifically, how does it connect to transferable skills, district's vision of student as learner, and align with state standards?)

SEL programming and practices are in place with great variability and inconsistency in the district.

The following transferable skills that will be addressed:

- Flexibility and adaptability
- Global and cultural awareness
- Critical thinking
- Expressive and receptive communication skills
- Social responsibility and ethics
- Self-awareness and self-efficacy

The characteristics addressed in the Vision of Student as Learner:

- cultivate and maintain healthy and rewarding relationships with diverse individuals and groups
- develop self-awareness and self-understanding
- think critically and reflect upon choices and their impact on others

Action: (What is the action?)

Principals were interviewed and buildings were visited to collect data for the landscape analysis.

Progress:

An initial landscape analysis of current SEL data, SEL systems and SEL programs/practices has begun. Evidence-based practices and programs exist throughout the district with great variability. Future years will look at fidelity of implementation and student outcomes to ensure the work reaches all students.

Evidence:

Linked here: [Landscape inventory of the SEL programming completed by building principals](#)

| | SAMPLE | Menotomy | Brackett | Bishop | Dallin | Hardy | Peirce | Stratton | Thompson | Gibbs | Ottoson | High School |
|-------------------------------|-----------------|-----------|----------|---------|-----------------------------------|--------------------|------------------|-----------------|---------------|-------------------------|----------------------|-------------|
| Pyramid | | Preschool | | | | | | | | | | |
| Second Step | 1, 3 | Preschool | | 5 | 3, 4, 5 (Antibullying) | | | | | | | |
| Open Circle | | | K-5 | K-5 | K-5, last training 2017 | | K, 3, 4, 5 | | K, 2, | | | |
| Responsive Classroom | | | K-5 | K, 3, 5 | some teachers in K, 1, 2, 3, 4, 5 | 1,2,3,4,5 | 1,2 | K,1,2,3,4,5 | K, 1, 2, 3, 4 | All Teachers | Power of Our Words | |
| Tools of the Mind | K | | K | K | K | K | K | K | K | | | |
| Social Thinking | 1,2,3,4 | Preschool | K, 1 | K-5 | K, 1, 2, 3 | whole school | various | K,1,2,3,4,5 | K | Begin PD | | |
| Zones of Regulation | | | various | K-5 | Tier II, K-5 | Tier II, whole sch | various | 2 | 2 | Begin PD | | |
| Playworks | | | | | Yes, but staff has changed | | | PE, Lunch staff | | | | |
| PBIS | | | K-5 | K-5 | Some elements of Tier 1, K-5 | | | | | | | |
| FitGirls | all grades | | 4,5 | Yes | 4, 5 | 4,5 | Fit Girls? 5 | 4-5 | 4, 5 | | x | |
| Mind Up | 5 | | | | | All Grades | | | | Begin PD | | |
| Mindful Schools/Mindfulness | | | | | Tier II | All Grades | 1st in fall 2018 | | K, 1-5 | | | |
| Advisory | all grades | | | | | | | | | All Teachers | x | |
| Facing History and Ourselves | History classes | | | | | | | | | | x resource | x |
| Boys in Motion | | | 4,5 | | 4, 5 | 4,5 | | | 4, 5 | | | |
| Other: | | | | | | | | | 4, 5 Yoga | | | |
| Parent University | all | | | | | In SIP | | | | IN SIP | | |
| Work with Behavior Code | | | | | | | | | | Continue Ottoson's work | | |
| Collaborative problem solving | | | | | | | | K,1,2,3,4,5 | | | | x |
| | | | | | | | | | | | Restorative Justice | |
| | | | | | | | | | | | CP done at Millbrook | |

Evidence Cover Sheet for Goal Objective 1.2

Visual Art

Directions: Click on the link for the language that you submitted last spring: [18-19 District Goals](#). In addition, here are the links to the [Transferable Skills](#) and [Vision of Student and Learner and Global Citizen](#).

Goal Objective 1.2 Students will develop their social and emotional (SEL) skills through age-appropriate SEL instruction that includes an awareness of cultural bias, and by learning in classrooms where responsible decision making, empathy, and the importance of positive relationships are the norm.

District Goal/Rationale: (How does this connect to the language in goal objective 1.1? More specifically, how does it connect to transferable skills, district's vision of student as learner, and align with state standards?)

We believe that student learning in the visual arts should, above all, give students opportunities to express their personal ideas and feelings about a broad range of social, emotional and political topics. Meaning self-expression happens when students are given the freedom to choose the themes and content of their work in both visual and written forms.

Action: (What is the action?)

- A majority of work assigned by art teachers encourage their students to reflect on social and emotional issues that affect their lives. This middle school artist makes a critically important personal observation about the world.
- Connect with Sara Burd to every extent possible to learn more about SEL.
- Work with art staff to design projects and activities that are student centered and that give students opportunities for personal expression. Help staff to expand their students' learning goals in many projects and exercises to include personal choice, student "voice", student collaboration, and group reflection.
- Work with art staff to adapt existing evaluation rubrics to include more criteria that measure students' efforts related to self-expression and personalization of their art work.
- Include discussion and examination of SEL related content in K-12 art department meetings
- Clarify the relationship between SEL and cultural proficiency in the K-12 art curriculum.
- Increase K-12 art lesson content that includes student exposure to a broad range contemporary art forms and artists who deal with social and emotional issues through their art making.

Progress:

- Defined the correlation between TAB and SEL
- Increased opportunities for art teachers to learn more about TAB. Seven art teachers attended the NAEA convention in March, 2019. Most attended TAB related workshops.
- Discussions about TAB took place during K-5 PD meetings. Dallin art teacher, a leading TAB proponent, hosted one of these meetings to explain the role of TAB in her program and to show how a TAB art room can be set up.
- Held multiple conversations with K-6 art staff about the future role of TAB in their art programs and the importance of assignments that emphasize SEL
- I attended many in-house exhibits in schools across town to compare student work created in non-TAB program to student work created in a TAB setting. I'm in the process of qualifying this difference and will report my findings back to the K-12 art staff. Part of this evaluation includes my and teachers' analysis of the written statements by student artists' that are posted next to the artwork on display.

Description of Evidence:

Evidence includes samples of curricula documents that are typical of the projects and assignments that place an emphasis on SEL. See this link:

<https://drive.google.com/drive/folders/1W-Y6148CACBRPDzc9lxyRoIYhmtnxjCn?usp=sharing>

Evidence also included samples of 7th and 8th grade students' artwork. Examination of the student work and the personal written statements by students reveal a curriculum that values student voice and deeply personal expression. Click this link:

https://drive.google.com/drive/folders/1_a9uPNpNU6en0i4ryl2E4b6lCOM_pKZh?usp=sharing

AHS Project Summary

Painting I

Empowered Self Portrait

Mrs. McCulloch &

Guest Starring Mr. Toro and Mr. Muehleisen

Identity is an internal and external expression of who we are as humans. Internal identity can be thought of as how we think, and how we feel about ourselves versus our external and physical presentation of identity which has more to do with the way we look, dress, and behave. To dissect these deeper concepts we approached the concept of identity through multiple access points understanding that identity is complex, dynamic, and personal. It affects how we see ourselves and how we interact with others. Students looked at identity through the lens of history, race, culture, and background to better understand how environment affects how our identities are formed. Students first explored how they saw their individuality play out in their internal and external identities and began to visualize how to represent those concepts in paint. Students practiced techniques for creating textures, layering and blocking out color, and blending skin tones to create mixed media paintings that challenged our assumptions of what a painting must be. Students final work represents an expressive version of themselves. They made dynamic material choices and expressed strong points of view, emotions, and ideas. This project is meant to celebrate personal and physical identity and explore the variety of ways in which it can be expressed.

Sculpture ideas for new Ceramic/Sculpture Course

Additive

Scrap work assemblages (both in-the-round and bas relief (Bas relief as in Louise Nevelson) type structures) (and both figurative and non-figurative subjects/themes). This could include shadow-box type structures as in Joseph Cornell.

Reliquaries... using wood, metals, Plexiglas, foam core, etc. to create a structure that houses something very precious and “valuable”.

Figurative wire sculptures (in the round)... at least two figures interacting emotionally and psychologically using size, gesture, props possibly on a base... or in an related environment ala a stage set or diorama (possibly add Paris craft with emphasis on open vs closed)

Stables

Collaborative shelters: Build a temporary walk in structure (In the teachers' café) using found materials, cloth, fibers

Individual Shelters/Nests. Building an object that protects, defines, contains precious things both living and non-living. Natural materials combined with man-made materials

Sheet metal spot welding (subjects could be cubist heads, trees, building scapes, non-functional furniture

Figurative sculpture using scrap fabric, muslin dipped in Elmers Glue and draped over heavy wire or wood armature. Standing, sitting or reclining figures.

Reeds

Subtractive

Plaster of Paris sculpture in the Eskimo tradition... H. Moore, Brancusi, etc.
Figurative or non-objective (emphasis on simplicity, neg/pos, surface)

Clay Block... using a hunk of fire clay.... (emphasize same as above) Staining... shoe polish, glazing.

September 2017

Annual AHS Collaborative Project

Multimodal Approach-Presentation (visual), Visual models including artists examples, physical exemplars I created and verbal directions.



#WhatLiftsYouAHS

Making Art with Intention



Shepard
Fairey

Checklist and reference sheet outlining the project requirements and used to reference with students in studio practice.

PROJECT STEPS:

- Create a collaborative drawing with two other students, thinking like a surrealist (the artists we looked at in class) that work from their imagination and bend reality in their art works.
- Work back into your drawing changing and adding onto features.
- Select Materials to represent the different shapes and textures of your creature/exquisite corpse
- Glue the materials to your plate
- Coat with a layer of modge podge (keeps it all flat and protects it from paint) Let dry 24 hours.
- In the meantime we will create some abstract prints that explore the idea of chance and risk-one with string and brayer, one to test out collagraph techniques until you move onto your final piece.
- Select colors and paint only when you're ready to print your exquisite corpse collagraph.

Reference/Checklist for process. Visual modelling was given/demonstrated with the process of using and operating the printing press.

FOUNDATIONS OF ART

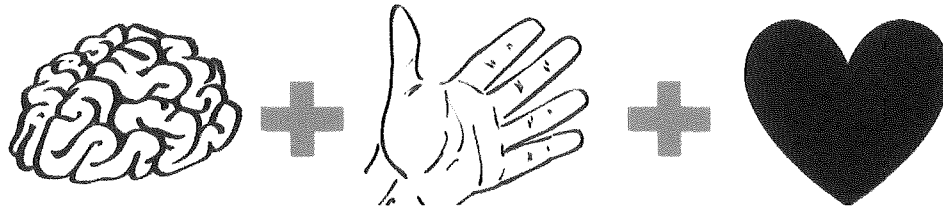
Course Syllabus: 2018-2019

Mrs. McCulloch
nmcculloch@arlington.k12.ma.us

Extra Help: Wed/Fri Mornings 7:30-8 am/ By Apt
Collomb House, Room 208

Welcome to Art I! I look forward to making AWESOME art with you this year!

“AN ARTIST IS AN EXPLORER”-HENRI MATISSE



Think-Make-Care

What is Foundations? We Will...

- Play (with traditional and non-traditional materials, techniques, processes, and ideas)
- Form Self (create identity based projects that develop self-awareness, community, personal narrative etc)
- Investigate Community Themes (within individual cultures, within Arlington, and outside of it)
- Encounter Others (artists, Individuals, different ways of thinking and approaching an artistic problem, work collaboratively and in groups)
- Live Attentively (Consider artistic choices and decision making processes)
- Designing Life (develop methods and processes for planning and implementing ideas)
- Create Empowered Experiences (Learning actively through hands on making and self-directed learning)
- Develop Empowered Making (YOUR ideas, interests, and passions)
- Deconstructing Culture (Question everything through our work, environment, ideas, structures, etc.)
- Elaborating fantasies (explore imagination)
- Explore Not Knowing (openly explore processes and problem solving that might be resolved, or might not)

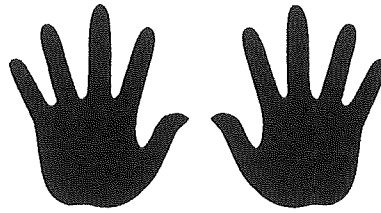
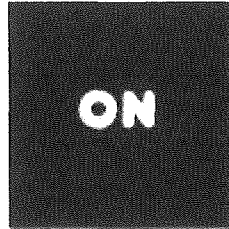
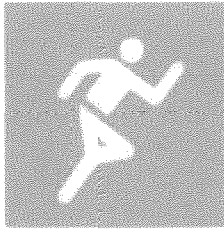
We Will Develop:

- IDEAS and ways to Conceptualize

- Artistic Behaviors
- Critical and Visual Thinking as well as Problem Solving
- Ways to express and Communicate our Ideas Visually
- Understanding of Media
- Creative Aptitude
- Academic and Physical Making Skills
- Processes and Ways to Approach Making
- New Techniques
- Decision Making Processes
- Ways to curate, document, and exhibit, reflect and discuss artwork

Requirements:

- **BRING YOUR OWN PENCIL, Sketchbook (9x12 / min. of 50 sheets /drawing or mixed media)**



Our Studio Runs on Artistic Habits:

The 8 studio habits of mind are principles that we all will apply to each class, lesson, and project. They also contribute to final assessment.

Develop Craft and Technique
Engage and Persist
Envision
Express
Exhibition

Observe
Reflect
Stretch and Explore
Understand Art Worlds

Homework: You will be required to complete work in your sketchbook and visual journal...more on this later

Grading:

- Art Making (Studio Projects/Final Products, Artist statements, documentation) 40%
- Participation and Studio Habits (Practices in Studio, Use of class time, Process work) 30%
- Yearlong Visual Journal, process work and experimentation (sketchbook, planning, documentation, homework assignments) 20%
- Community 10% (care of the studio & respect for materials and other artists, Art criticism and discussion)

Late Policy:

The amount of time you will have to complete each project is planned to coincide with the amount of class time given before the due date. Generally speaking, you should have enough

studio time to complete each project in class. However, it is expected that you also complete work at home in order to meet the deadlines. The following is our usual class routine.

- For each week a project is turned in late, you will lose 5% of your final rubric unless otherwise discussed with teacher, extensions given on a case-by-case basis.
- Homework Assignments turned in late will lose 1 pt per day, and are not accepted for any credit over 2 weeks late

***** Safety *****

We each play a key role in the care of materials, studio space, and of each other. It is *extremely important* to use all tools and equipment properly while being very aware of the people (and artwork!) around you.

Attendance:

In accordance with AHS policy, if you miss more than 7 classes in a term you will fail for that term. Missing a class means missing an opportunity to learn and to make. We all learn from one another, your presence in class is valuable.

Studio Rules:

- Please, no food or drink. **Water only.**
- No use of cellphones in class, ipads are available for reference for artwork, cell, no cell phones should be visible during demonstration/instruction or group work
- Respect one another in our space, please no talking while others are talking
- Always sign out of and back into the room after asking permission to leave Zero tolerance for bullying, swearing or general disrespect
- Enjoy and benefit from this terrific opportunity to expand your artistic skills and studio habits.

Altered Books/Visual Journals Self Expression, A Year Long Collection



Yearlong Project/Final

This project is organized to give you choice, to explore alternate materials and processes, refine techniques, and expand understanding of visual art concepts. You will complete these throughout the year and will do additional planning in your sketchbook. This sketchbook is about **quality** not quantity. You may make selections off of these list of your choosing, and you will keep a checklist of what you have completed throughout the year. I expect at the end of the year (Due May for Seniors, June for everyone else) that you will have a complete and full sketchbook/visual journal. There is not a required amount of assignments or pages, but just like any other project you do in class this should be full, complete, thoughtful, exploratory, and just as detailed as any other project we do in class. This project is designed to allow you to explore artistic concepts you are interested in all year, you must explore them visually but you can use text as well. These will be due every other Friday at the beginning of class.

WHAT IS A Visual Journal?

Visual Art journals are sketchbooks that have been transformed into ongoing process sketches and finished artworks Utilizing a variety of media and techniques.

- Think of the sketch book as a canvas for new ideas, images and text. You can... paint, draw, glue, rip, fold, cut, sew, interact with the original text, add new text, make pockets, carve out compartments,

add 3d sculptural elements... experiment! Approach this project in a fun and playful way.

- Think of your sketchbook as a “junk drawer” for your thoughts, ideas and interests. Include everything and anything that inspires you.
- This journal will change over a period of time to reflect you and how you evolve. It may be similar to a diary but does not have to contain any words at all.
- Journals can be entirely visual.
- Your book should be a reflection of you.

Why MAKE a Visual Journal?

- To question and look closely at yourself and the world around you.
- To have a personal and private place where your thoughts and views are respected.
- To explore art in a new and challenging way.
- To define and redefine the question, “What is Art?”

This will be an ongoing project throughout the year. From time to time I will ask for assignments to be completed in your visual journal, but know that you may work in your book whenever (and wherever) you feel like. Ultimately it will be up to you to put in the effort.

BIG IDEA:

- Self Expression

ESSENTIAL QUESTIONS:

- How can you express yourself through your visual journal?
- How can you experiment with a range of materials in your visual journal?
- How can you balance text and imagery in your visual journal designs?

OBJECTIVES: Students will...

- Consider how to express themselves through their visual journal.
- Create pages that reflect their goals, daily life, and interests.
- Use a variety of art making techniques in their visual journal.

High School Standards:

- Visual Art/Creating: VA:Cr1.1.HSI: Use multiple approaches to begin creative endeavors. <http://www.nationalartsstandards.org>
- Visual Art/Creating: VA:Cr1.2.HSI: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design <http://www.nationalartsstandards.org>
- Visual Art/Creating: VA:Cr1.2.HSII: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. <http://www.nationalartsstandards.org>
- Visual Art/Creating: VA:Cr2.1.HSIII: Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. <http://www.nationalartsstandards.org>

Vocabulary:

- Elements and Principles of Design, 8 studio habits
- Medium/Media: The materials and techniques used by an artist to produce a work.
- Mixed Media Art: Artwork in the making of which more than one medium has been employed.
- Altered Books: A form of mixed media artwork that changes a book from its original form into a different form, altering its meaning.
- Collage: An artistic composition of materials and objects pasted over a surface, often with unifying lines and color.

IMPLEMENTATION:

DAY 1: Introductory Day

- In syllabus include information about the visual journal project
- Require students to bring in a used hardback book from home (remind them it will be destroyed, do not bring in a book you want to read again)
- On the first Friday of class, check the visual journals for a homework assignment. Introduce the project

DAY 2: First Friday of Project

- Have students get out their visual journals and complete a homework check

- If you have an example of a visual journal, pass it around the room, and show the "Introduction to Visual Journals" PowerPoint
- Explain your expectations and how a typical visual journal Friday will run
- Fridays are considered "free art days." I show a new material they can use in their visual journal, but they do not have to use it if they don't want to. If they need to catch up on an art assignment, they can use Friday class time, however, they still have to make sure they complete 12 pages in their book. Introduce the first material – bleeding tissue paper, or the materials of your choice.
- For students who are overwhelmed with starting the project, encourage them to look through magazines, pull out images they like, and collage them. Another good starting place is using a quote or song lyric as inspiration for a page.

FRIDAYS: Free art/visual journal Friday

Begin class by introducing a new material/technique they can use in their visual journal. Allow them to work freely in their visual journals or catch up on an art assignment. Typical material/techniques presentations cover...

- Bleeding tissue paper
- Collaging tips and techniques
- Mod Podge image transfer
- Packaging tape image transfer
- Bubble prints
- Shaving cream marbled paper
- Pressing textures into wet paint on paper
- Watercolor techniques
- Using stamps to enhance a page
- Charcoal and fixative
- Tips for incorporating text into your page (stamps, cursive, printed words, cut from magazines)
- India ink
- Watercolor pencils
- Incorporating book pages into a collage
- Layering gesso
- Zentangle designs

- Sharpie tips and techniques
- Connecting multiple pages through cut outs
- Using pressed flowers
- Using found materials (new band aids, fabric, interesting 2D material)
- Creating abstract imagery
- Colored pencil resist with watercolor, India ink, or bleeding tissue paper

FINAL DAY: Presentation (optional)

- Once the visual journal project is over, have each student present his or her favorite/most successful page with the class. Have them explain their art making process.
- Collect the visual journals for a project grade.

Prompts: Some cornerstones/required throughout the year

1. **Dreams and Nightmares:** Create a page about a dream or nightmare, your worst fear, or your dream for the future.
2. **A Tribute:** Create a tribute to an important person in your life. They can be alive or dead, a family member, historical figure or celebrity, it doesn't have to be someone you know personally.
3. **Materials:** Create a page using newspaper, duct tape, a sharpie, and a sheet of construction paper (your choice of color).
4. **Habits and Traditions:** Create a page about one of your habits (example: biting your nails, brushing your hair 20 times every day, reading before bed, counting your steps) or a tradition in your family or with your friends (example: looking at Christmas lights, eating the same meal every year at Thanksgiving, eating pancakes every Sunday, eating at the same restaurant).
5. **Senses:** Create a page about one of your sentimental senses (example: the smell of your Grandma's cookies, the sound of trains, the sight of a particular house or place, the feeling of your baby blanket, the taste of your favorite food).

6. **Materials:** Create a page using one book page ripped from your book, a white sheet of computer paper, a piece of green, blue, and black bleeding tissue paper, and black paint.
7. **Swap:** Give up control over your journal, swap books with someone at your table, allow them to create a page about whatever they want. Have them sign their work of art when they finish.
8. **Pet peeve:** Create a page about your biggest pet peeve. (example: people who bite their nails, bad drivers, talking during a movie, etc.)
9. **Gifts:** Create a page about your favorite gift of all time. It could be birthday, Christmas, or just because. It could be big (car) or small (an important letter)
10. **A Series of Unfortunate Events:** Create a page about something unfortunate that has happened recently (stung by a bee, lost a game, slipped and fell, lost a piece of jewelry)
11. **An Event:** Create a page about an upcoming event you are excited about (a big game, prom, your birthday, summer).

We work on the journals **EVERY Friday**. This allows them a break from their projects, free time to experiment with materials we may not use otherwise, students to catch up on projects if needed, and you a break no project planning on Fridays!

At the end of the semester I check their journals, it counts as one project grade. They are required to have a minimum of 10 pages, although many exceed this number. Pages don't have to spread over a two page spread, they can just be one sided. 40 by the end of the year plus cover design which is introduction to project/room/materials

Other Prompts to Provide Along the way

- Create a visual journal page about a bug. It can be an incident with a bug, a study of a bug, or your favorite bug.
- Create a visual journal page about your last name.
- Create a visual journal page about an important person in your life.

- Create a visual journal page using nothing but paper and colored pencils.
- Create a visual journal page about a memory/sensory tie you have experienced.
- Create a visual journal page that utilized two spreads in your book (a spread is two facing pages).
- Create a visual journal page about something you recently completed. It could be a personal project, a work assignment, or a carton of ice cream.
- Create a visual journal page about an unfortunate accident.
- Dedicate a page to your favorite sweet.
- Create a visual journal page about your method to falling asleep.
- Flip through a magazine and rip out the image that you find most interesting. Create a visual journal page about it.
- Create a visual journal page about your biggest fear. Perhaps journaling about it will help you conquer it.
- Create a visual journal page using the two types of tape transfers I used. One where you layer tape on a laser printed image and wash off the paper. The second should be a quick transfer of text by lightly sticking packaging tape to a book page or newspaper and ripping it off.
- Create a visual journal page using newspaper. Find an interesting article you connect to and use it as a base for your next page or create a page about the story you discovered.
- Create a visual journal page about your educational experience. Good, bad, or ugly, whatever you think of first when you reflect on school.
- Create a visual journal page about your dream vacation.
- Create a visual journal project about your most recent DIY project.
- Create a visual journal page about your favorite season.
- Create a visual journal page about something you want to take action on. It could be as small as helping your elderly neighbor or solving world hunger.
- Create a visual journal page using a combination of pencil and sharpie to create contrast. Try to find a balance between the two materials, you don't want the sharpie to overpower the pencil.
- Create a visual journal about your all time favorite shirt or t-shirt.
- Create a visual journal page about one of your obsessions. Use a combination of magazine images and drawings on your visual journal page.
- Create a visual journal page about the one thing you want to purchase most. It could be something you are saving up for, will never be able to buy, or are heading out to pick up today. Good luck and have fun!

- Create a visual journal page about a person who helped you through a tough situation or a pleasant surprise. Use at least one Mod Podge transfer in your page
- Create a visual journal page dedicating your book to someone supportive of your ventures in life.
- Create a page about a time in your life when you were stuck in a rut.
- Create a visual journal page about a situation you just couldn't figure out. It can be as simple as a drawer that won't close or as complex as a relationship that just doesn't seem to work.
- Create a visual journal page about your mantra for the year. What do you want to accomplish? What quote best represents that?
- Create a dedication page to your visual journal book. Make sure you use book pages from your book.
- Create a visual journal page about your family. It can be a single member or an large group. Good luck and have fun!
- Create a page about a lesson you learned the hard way.
- Create a visual journal page using bleeding tissue paper. Try stacking the paper, wetting it, letting it dry, and gluing the actual tissue paper in your book. Have fun!
- Create a visual journal page about an important person in your life. Use the mod podge transfer technique.
- Create a visual journal page about a meaningful song. Somehow incorporate the lyrics into the design of the page.
- Create a visual journal page about an important date in your life. Your anniversary, birthday, child's birthday, graduation date, etc. Have fun!
- Create a page about a time when you felt you fell short or failed. Relive the moment as you create the page, then let it go.
- Create a visual journal page that incorporates magazine images, colored pencil, sharpie, and watercolor.
- Create a page about your favorite type of weather.
- Create a visual journal page about something you wish you were good at.
- Create a color base in your visual journal using paint samples from your local hardware store. Nothing beats the range of colors you can get and they are free!
- Use thick layers of gesso to create a more three dimensional look on your next page!
- Create a visual journal page about your nostalgic childhood vacation spot or home.
- Create a page about a rejection in your life. Give yourself a chance to live in the past, feel the pain, and let go.

- Create a thank you card on your next page. It can simply be writing, thanking a person, place, or thing for something significant in your life. You could add an actual card and write in it, or you can create your own card and leave it blank. Take time to think of what you are thankful for and include it in your journal!
- In your next visual journal page include a text tape transfer somewhere in your collage.
- Create a visual journal page about a detail of your daily routine, or personal quirks.
- Create a visual journal page about a time you experienced limbo in your life; whether that means an unknown future or the game!
- Use the book page or newspaper tape transfer in your next visual journal page. Use packaging tape and either old books or newspapers to create your semi-transparent word transfers!
- Use the book page or newspaper tape transfer in your next visual journal page. Use packaging tape and either old books or newspapers to create your semi-transparent word transfers!
- Create a page about a lost cause.
- Create a visual journal page to represent a stressful time in your life.
- Today is the day for procrastination. Take a break from what you should be doing and procrastinate. Put it all off, do something fun instead, find a new way to express your creativity. Splatter paint, make spin art, have fun. Incorporate your finished product in your visual journal.
- Create a visual journal page for your absolute, favorite performance. It can be a theater production, musical, concert, or movie. Try to combine at least more than one method into your page!
- Create a visual journal page that focuses on contrast. Incorporate a dark black and bright white to create a graphic, bold image with a strong focal point. Good luck!
- Whip out your watercolor set and create a visual journal page using just watercolors, no pencil, no scissors, no nothing.
- Create a visual journal page about a fear you faced or a fear you know you need to face.
- Take a blank sheet of paper, a variety of paint colors, and have fun. Blend colors, create patterns by playing with brush strokes, or even finger paint. Allow the paper to dry, then rip it up and use it in your next visual journal collage.
- Use colored pencils to create an image in your book. Remember to use a variety of shades, and build them up slowly! Thin layer on top of thin layer will create a nice smooth look!

- Create a page about your favorite mode of transportation using the tape transfer method.
- Create a visual journal page about a happy moment in your life. Take a piece of your day and reminisce on happy times!
- Create a page about your favorite art project. It can be from Kindergarten, college, or a craft project you did last weekend. Have fun!
- Create a page about your vice.
- Create a page about a regret or a misstep in judgement.
- Create your ideal space in your visual journal using images found in magazines. It can be inside, or out, old, or new, it's up to you!
- Make a page about a secret you told, a secret someone told you or a secret you keep safe
- Create a personality for an inanimate object in your home! It can be a piece of furniture, or even a toy, food, or appliance. Have fun!
- Use tissue paper in your next page as the main material. This means the majority of the page should be tissue paper!
- Use tissue paper in your next page as the main material. This means the majority of the page should be tissue paper!
- Find a way to remember the holiday season in your visual journal. Whether you celebrate Christmas, Hanukkah, or nothing at all, remember a moment of the month of December.
- Have your own happy accident and experiment with layering bleeding tissue paper and adding water. Try to return to your art class days and consider the color wheel. Complimentary colors will create browns and grays (blue/orange, red/green, purple/yellow) while primary colors will create secondary colors and nice blends (red/yellow=orange, blue/red=purple, yellow/blue=green). I also like to mix tertiary colors, or colors next to each other on the color wheel (yellow/green, red/orange, blue/green, blue/purple, etc.). Have fun and enjoy some color theory!
- Create a page about your last museum visit, even if it was ten years ago. If you have never been to an art museum, go. Consider this a double challenge to get yourself in front of actual works of art, and reflect on it in your journal. If you have absolutely no way to get to a museum, do some research, find a good online museum that peaks your interest, and explore. Find new favorites and expand your artistic knowledge!
- Give positive thinking a go. Get a sheet of paper, give it a fun title, and make a list of all the little things that make you happy this week. Think small, sleeping in five extra minutes, your dog being sweet,

getting a Christmas card, or smelling something nostalgic. Create a visual journal page about one of the things at the end of the week!

- Create a page about one of your family's traditions. It can be holiday and season related or not. Consider everything from popcorn on movie night and pizza on Friday to going to the same beach every summer. Have fun!
- Create a dedication page to your Mom. Whether your relationship is good, bad, or unknown, reflect on your Mom.
- Create a page about a silly saying or game. It can be from any point in your life
- Create black and white page, and include only one other color.
- Create a page using the flat pattern, collage technique. Paint an entire sheet of paper with watercolor, then cut out shapes to use in a collage in your book. Have fun, try different colors, add more water, less water, and find out what works best!
- Create a page that uses cut paper. Pick a few colors, textures, words, a pair of scissors, and start cutting. Try to be random and loose. Layer them in your journal, add them to a picture, put magazine images on top, or leave it abstract. The rest is up to you!
- Use an image in your journal, but find a creative way to break out of the typical rectangular photo shape. Rip it, cut it, create a transfer, color on it. Think outside of the box, literally.
- Create a page that incorporates a skeleton. Use an animal, human, or even an insect exoskeleton. Play with the position of the bones, do a close up or a far away drawing. Have fun with it!
- Create a page that represents your outlook on life at this point in time. Feeling depressed, create a dark page. Excited about something coming up, create something with bright colors and movement. Choose an image to represent your emotion or create something more abstract. Use a tape transfer of words, a pattern, or an image somewhere in your page.
- Reminisce about a trip you took or create a page for a trip you plan to take in your lifetime. Use photographs, magazine images, or draw your own. Reconstruct your trip or create an image to represent your ideal trip. Try to push yourself to incorporate the page you are using as a base.
- Create a page using sentimental paper. Use job related documents, wrapping paper, cards, a sentimental patterned paper, etc.
- Create an interesting page about a mundane, everyday thing that you did today.

- Create a page using sentimental paper. Use job related documents, wrapping paper, cards, a sentimental patterned paper, etc.
- Create a page about an important family member, someone who impacted your life. Be sentimental and include sentimental images and words.
- Create a page about a future you don't want. It could be a job you don't want, a place you don't want to live, or a person you don't want to see.
- Create a page that tells two sides of one story. Separate them to the right and left sides of the page like I did, or combine it into one image.
- Create a page that uses your favorite picture. It does not have to be a picture of you; it can be anyone or anything, as long as it's your all time favorite. Think about how you can keep focus on the image while still incorporating other materials into the page. Try to break the image out of the rectangular photograph shape.
- Create a page about an important gift you received. It could be your favorite childhood toy, a meaningful piece of jewelry, a representation of an important step in your life. If available, use a piece of the packaging in the page.
- Create a visual journal page about the end of something. The end of an adventure, the end of house hunting, the end of a year, the end of a project. Celebrate completion!
- Create a page about a struggle with a job or school. Use whatever material you want, pick something that best reflects your feeling about the situation.
- Create a collage using only magazine images. Try to find a balance between using multiple images while still maintaining a focal point.
- Splice together magazine images, photographs, or print outs. Cut at least two images in strips and alternate them.
- Dedicate a page to your home, dream home, current home, past home. Make sure you focus on your favorite parts, and what makes it feel like home.
- Create a page about a place you wish you could go. It could be real, fake, close, or far. Use magazines, paint, whatever will best reflect the image and feel you want to achieve!
- Create a page about a recent outing. It could be a recent vacation or something smaller, like a trip to the park, to the store for a treat, or an afternoon in your hammock or garden.
- Dedicate a page to your transportation, whether it's your car, train, bus, ride, etc. It can be about how much you love it, hate it, an

unfortunate event that happened with it, a fond memory. Just make sure your transporter is the focus of the page!

- Create a page about your favorite song/band/concert/show. Incorporate images that remind you of them/the place. Incorporate song lyrics if you feel compelled!
- Create a visual journal page that incorporates masking tape. Use it as a background, a place to add words, or cut it out, layer it and create an image out of it!
- Create a work of art from a work of art! Base a page on a drawing, painting, sculpture, photograph you created, or find inspiration from your favorite artist (no matter how well known or not they are). Incorporate materials used in the work of art, that helped create the work of art (even if it's a paper towel!), images that inspired it, or pictures of the actual work of art.
- Create a photo collage. Either print pictures on computer paper or use photo paper (if you want a ripped look to your page use computer paper). Try combining multiple images together, repeat people in the same scene, try to create depth!
- Create a dedication page to a good friend, if you can try to incorporate a photograph.
- Create a visual journal page about your favorite city. It doesn't have to be where you live, it doesn't have to be in the United States, it doesn't even have to be a place you have been before. Happy journaling!
- Create a page about your favorite holiday. It can be general, focusing on the feeling, or specific, focusing on a specific event or gift.
- Create a visual journal page about an annoyance in your life. Remember not everything you journal about has to be good or happy.

Assessment of weekly journal grades

SKETCHBOOK ASSIGNMENTS MORE THAN 2 WEEKS LATE WILL RECEIVE NO CREDIT.

Quarter and Semester ends are final deadlines for Sketchbooks. Example: No credit will be given for a 1st Q assignment turned in during the 2nd Q.

Effort of Drawing – A 2 minute drawing looks like a 2 minute drawing.

- o Your drawing ability will only improve with effort.
- o If you use less than 30 minutes to complete a drawing do another.
- o Technical difficulty, growth of drawing skill

Originality and Creativity in Interpretation

- o Draw from life and your imagination
- o Show an interesting and original point of view

Variation of Drawings – Make them look different

- o Write the idea # in the lower right of the page, cross it off the list.
- o Drawings should show experimentation and growth from one to the next.

Composition – Use a page spread of your sketchbook, not just the right page.

- o Utilize a viewfinder to find a good composition before starting.
- o Avoid a centered, bulls-eye type composition
- o Have your drawing go beyond the edges of the page.
- o Always draw the background or environment

| Sketchbook Rubric | Exemplary 9-10 Points | Proficient 6-8 Points | Needs Work 0-5 Points |
|------------------------------|---|---|---|
| Effort of Drawing & Skill | Drawing demonstrates effort and growth in skill | Drawing demonstrates some effort, some growth | Little to no effort or growth demonstrated |
| Originality & Creativity | Extremely original and creative – Expressive | Originality and Creativity shown in some areas | Little to No Original Interpretation Shown |
| Variation in Drawings | Drawings styles vary Experimentation shown | Some variation in style is shown in drawings. | Drawings are all almost identical in style |
| Composition – Use of Page | Dynamic composition. Entire page spread used. | Good composition. Could use more of or go off page. | Bulls-Eye or Floating 1 Page or no Drawing |

Name: _____

Visual Journal Project Rubric

| Category | Expectations | Possible Points | Comments | Score |
|-----------------|---|-----------------|----------|-------|
| Pages | Visual journal has at least 12 completed pages for a semester long course, 24 for a yearlong course. The pages are interesting, creative, and look complete | 30 | | |
| Use of Material | The visual journal exhibits a range of material, experimentation, and a range of techniques. | 20 | | |
| Expression | The artist expressed himself or herself in the visual journal. The pages reflect a personal and individual voice. | 15 | | |

| | | | | |
|-------------------|---|----|---------------------|--|
| | | | | |
| Craftsman ship | Overall, the visual journal is neat; time was taken to complete all pages. | 10 | | |
| Creativity | The pages are interesting; the artist took risks and thought outside of the box. | 15 | | |
| Effort | The artist used class time well and put thought and time into their visual journal. | 10 | | |
| | | | Total Score: | |

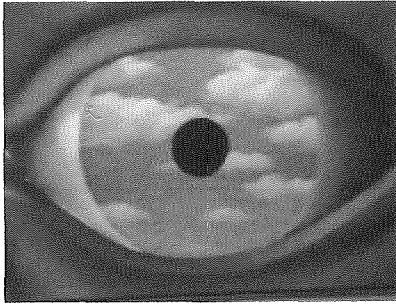
Curriculum Map

Wings Collaborative Project

Eye of the BEholder/Eye See You?As Seen Through Their Eyes

When I think identity I think of the saying "The eyes are the window of the soul." When I think of the eye as a window, I think of Mc Eshers drawing *Eye* (the first picture in this post). Students will practice drawing eyes and how to correctly cover part of the eye ball itself with the flesh of the eye. After practice we will draw a large eye. Where the pupil and iris would be, students will draw a reflection of something that represents them...a person, place, or thing that had an impression on them (could also pull from music or literary references)

That crazy dude Rene Magritte was on the same brainwave as Esher with one of his few school appropriate works



Bricollage clothing with stories

Goal:

To create an article of clothing for a particular individual (real or imagined) that tells a broad story and illustrates rules of effective composition, and story-telling.

Objectives:

- Students will understand how clothes are created using a pattern and "fabric paper."
- Students will research imagery and history of person or character in order to have a rich resource.
- Students will work within specific requirements: each piece needed to have painting, text, found object and a 3-D element.
- Students will demonstrate a clarity of theme and craftsmanship.
- Students will think about proper process in putting together the article of clothing and covering its surface.
- Students will demonstrate a clarity of theme and craftsmanship.
- Students will think about proper process in putting together the article of clothing and covering its surface.
- Students will have opportunity to explore many media and make many decisions to create a very individual piece of art.

- Students will demonstrate an understanding of compositional rules of variety, rhythm, balance, focal point, unity.
- Students will also think about and show how to tell an effective story - i.e. how to evoke emotion in a more subtle way rather than being too heavy handed, and how to use color emotionally.

Lesson Description:

- This took many hours and 'hits' to articulate to the students.
- I gathered many images of clothes that were more artistic. I also showed them Rauschenberg's work that displayed how he told visual stories.
- Students began to brainstorm in whose article of clothing they wished to create.
- As students started gathering imagery for their piece I again went over the ideas of effective composition. For instance, one image probably needed to be larger - a focal point, and also kids have a tendency to make every image the same size with the same negative space around them. (I call it polka dotting!)
- Also, they needed to go beyond just the surface or most obvious elements of a person or character. For instance, maps as background were often used. Images from history, signatures were also used.
- As students choose their person and the article of clothing, I worked with each student posing questions of how their piece was working - that they used the tools of composition effectively. Also, they needed to think ahead as to what steps should come before others.



- **Assessments:**
- How clearly was the person or character portrayed?
- To what degree were the principles of composition on display?
- How well was the article of clothing put together?
- How inventive was the imagery that

was chosen?

- Were all the elements included?
- How good was the craftsmanship?

Value Challenge:

Values: Aim for more than 10 values.

Your darks will have to be very, very dark and your lights from very light to medium to be able to show 10 values.

Realistic drawings have more than 25 values.

Edges

We start with a light line for placement

We get rid of the light line by deciding which side is darker. A shaded background can also distinguish lighter areas of the airplanes.

Remember to use a shield if you need a sharp, clean edge

When you look at your finished drawing the only lines you should see are the notebook paper lines (If using lined paper).

Tattoo Design

Objectives:

- A. The learner will consider points of view and responsibilities for different points in their life (FA3, 3.5, 3.6, 4.3).
- B. The learner will create simple body art images to represent stages in their life (FA1, FA2, 2.1, 2.4, 2.5).
- C. The learner will learn the history behind an art form (FA5, 1.9).
- D. The learner will explain the significance of the symbols they chose (FA3, 1.5, 4.1).

Concepts:

- A. Body Art
- B. Symbols
- C. Perspective
- D. Self-Expression

Materials:

Hobby Craft Plaster Gauze., large water tub, Acrylic Paint., Brushes, Mixing Trays., Sketchbooks..

Visuals:

- A. Teacher and student examples.
- B. Seven Ages of Man soliloquy, from William Shakespeare's As You Like It (available at Internet Shakespeare Editions)
- C. In Search of History - Art of Tattooing., available from the History Channel (this may need to be edited for content), or other suitable video on tattoo and body art. Click on the images below for full size.

Lesson Description:

Students read The Seven Ages of Man soliloquy and design tattoos representing a symbol that they believe they would choose at three of the

stages of their lives.

1. Hand out copies of The Seven Ages of Man. soliloquy. Students will need help developing the meaning behind this passage.

2. Lead a discussion on the different stages. Discussion questions could include:

- Who is someone you know from each stage?
- What are the responsibilities of someone in each stage?
- Which stage do you see yourself in?
- Is it possible to pass back and forth from one stage to the next?

3. As students begin to be able to consider themselves at various stages, have them brainstorm a list of ideas for symbols of each stage.

4. Instruct students to choose three of the seven stages to use for the tattoos they will apply to their cast. Remind them that they will need to be able to explain the reasoning behind each choice. Also, the symbols should not represent any person at each stage (for example, a pacifier for the first stage), but should be a personal symbol that they might have chosen or would choose if they were at that particular stage. Show teacher and student examples.

5. Students should develop the symbols they choose, using tattoos as a reference.

6. Working in pairs, students will apply plaster cloth anywhere from the knuckles to the shoulder. Require students to at least use one half of the length of their arm. Use a variety of sizes of cut plaster cloth, criss cross for strength, and layer the cloth. Do not apply on more than half of an arm or finger, as it will not be able to be removed. Plaster cloth can be smoothed as it dries to make it more skin-like.

7. Once the casts are dry, students will need to mix an appropriate "flesh tone". Obviously, this will vary from student to student, and teacher assistance is critical. Apply the flesh color to the surface of the cast.

8. Once the flesh color is dry, students can begin to decorate their cast with the symbols they chose. Students need to consider size, placement (this can be an interesting factor), and whether or not to use color.

9. After painting, have each student write a one paragraph description including which stages they chose and why they chose the specific symbol for each stage.

Assessment: Rubric Attached DOC

(National Core Arts Standards and/or National Visual Arts Standards

Covered: Grade 9-12 Visual Arts Standard 1, 3, 4, & 6)

A. Were symbols carefully chosen?

B. Were the students able to consider themselves at stages in their life that they weren't currently in?

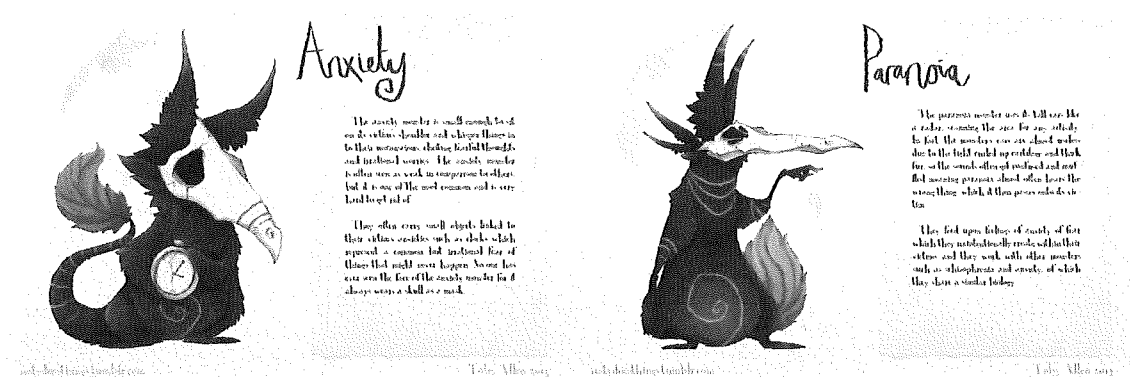
C. Did the written descriptions indicate introspection and speculation?

D. Were the symbols carefully applied to resemble actual tattoos?

Important Terms:

Body Art, Taboo, Responsibility, Relativity, Symbolism

Emotional personification illustration



Artist Toby Allen has created a series of illustrations for mental disorders that many face. [More Sample HERE](#). This is the sample for Anxiety, but he

does many more. This concept could be extended to create imaginary creatures to represent emotions. This was also seen in the movie *Inside Out*. A list could be created, cut up and placed in a bucket for students to choose from for diverse results. I would suggest giving students a chance to trade with each other, or swap theirs for one in the jar. Create a sketch, a written paragraph to explain the creature and a final work that incorporates text and illustration in the same work.

After exploring examples of personification, work with your students to personify an object in your classroom. Brainstorm human traits that can be applied to it. Start by identifying parts of it that are similar to human body parts. Then, brainstorm feelings it might have about itself or how it is used. Ask students to become the object and answer these prompting questions:

- What/how do you see?
- What/how do you hear?
- Where do you live?
- What are you afraid of?
- What do you dream of?
- What are you good at?
- What do you hate to do?
- How do you feel about the people or objects you meet?

Students should use the object's feelings or fears they have brainstormed to develop the conflict that will drive their story and begin writing. You may have them scaffold work or continue brainstorming by identifying character traits, determining setting, and codifying the plot diagram or at minimum beginning, middle, and end. Have students share their ideas and drafts with their peers for feedback and review and then work on their revisions.

EMOTIONAL COLOR WHEEL

EMOTIONAL VALUES OF SHAPES AND COLORS

There are some symbols in cultures that are the same everywhere. For instance, a puddle of red will be assumed to be blood; this would be the same in New York, China, or the jungles of some far off land. Artists have been using these cultural symbols in their art to hide the meanings of their work or to code them.

COLOR
COLOR
COLOR
COLOR

RED: Associated with blood so it is the most angry color; Rage, hate, danger.

ORANGE: A hot stove, traffic cone, a flame; they are hot you need to remain cautious. Aggressive, hot headed, impulsive, rough.

YELLOW: like the sun, Playful, warm, enthusiastic, giddy, fun, funny, and child-like.

GREEN: A color of growth. The type of green can indicate freshness: New, youth, students, fresh, healthy.

BLUE: Associated with the sky or water, it is vast, cool, quenching, life-giving, calm, deep, & generally positive.

PURPLE: A deep dark sky, royalty, peaceful, calm, & quiet.

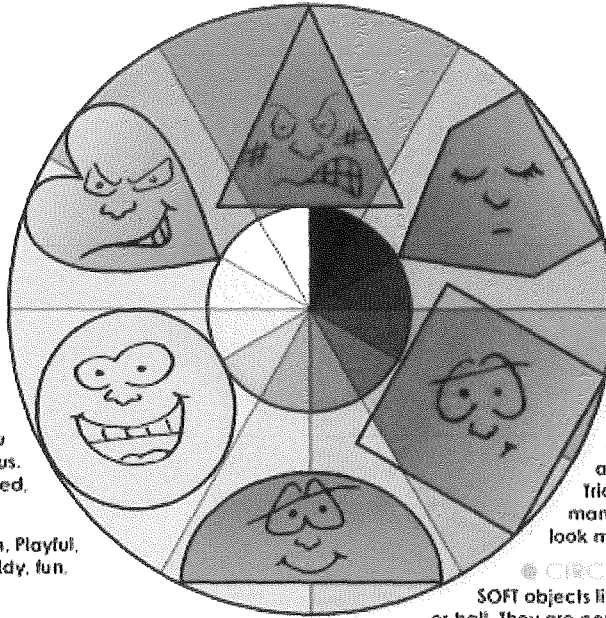
GOLD: A color of richness and wealth. Also a color of accomplishment. (Like a Gold Award)

BLACK: A color of mystery or the unknown, also a color of heaviness and depth.

BROWN: Earth, soil, dirt. A color of potential growth, possibilities, a new beginning, or "the end."

WHITE: A color of light, spirituality, cold, and purity.

MIXING: colors will give new meanings and associations, so will using colored patterns. How would you color in your shape to represent your personality?



SHAPE
SHAPE
SHAPE
SHAPE

▲ TRIANGLES are associated with **SHARP** objects like a knife, a sword, broken glass, and spear. They are considered aggressive, dangerous, negative, and unbalanced. Triangles can be drawn in many ways to make them look more or less sharp.

● CIRCLES are associated with **SOFT** objects like a balloon, bubble, or ball. They are considered playful, soft, energetic, positive, and happy.

■ SQUARES are associated with constructive ideas like building. They are regular, stable, strong, dependable, and at times, monotonous. Stretching the square into a rectangle can break up the monotony.

Shapes can be combined to make new emotional values. A house shape is like a triangle and a square, so it will be strong and stable, but have a little sharpness to it. What shapes would you combine to represent you?

REMEMBER SHAPES AND COLORS CAN BE COMBINED FOR MIXED EMOTIONAL VALUES. A HEART SHAPE IS A COMBINATION OF CIRCLES AND A TRIANGLE.

Produced by Firehouse Publications: www.FirehousePublications.com

Drawing Emotions in Art

Submitted by: Amy Lychock Upper Perkiomen High School, Pennsburg, Pennsylvania

Unit: Drawing

Grade Level: K through 12

Objectives:

Students will examine how artists have expressed emotion through use of line, color and shapes.

Students will show awareness and understanding on non-objective art.

Students will explore how lines and shapes can express emotions. Students will communicate a variety of emotions using line, shape and values to create form.

Materials:

12"x 18" (30.5 x 46 cm) white Drawing Paper., Drawing Pencils. (a variety of thickness and hardness levels), AquaMarkers. (and any variety of tools to created line IE: sticks and ink, Brushes and India ink.)

Resources:

A variety of non-objective art: Stuart Davis, Jackson Pollock Selections from Abstract Expressionism.

The Scream

This painting by Edvard Munch is an excellent example of showing emotion.

Books

Stuart Davis. - The early works reproduced here show a sensitive side of Davis. The colors are wintry, the paint thickly applied. Later, when Davis discovers modernism, it is as if he embraces the logic of abstraction as an antidote to the deeper emotions of his youth.

Jackson Pollock. - With extensive knowledge of Pollock's habits (much of it gained through interviews), his reading, his conversation, and the exhibitions he visited, the author retraces many of the far-flung sources of Pollock's work. A wealth of comparative photographs that illustrate paintings by artists Pollock admired further explains the work of this complex, tragic, and immeasurably influential figure.

Abstract Expressionism. - Artists featured: William Baziotes, Helen Frankenthaler, Arshile Gorky, Adolph Gottlieb, Philip Guston, Hans Hofmann, Franz Kline, Willem de Kooning, Lee Krasner, Joan Mitchell, Robert Motherwell, Barnett Newman, Jackson Pollock, Ad Reinhardt, Mark Rothko,

David Smith, Theodoros Stamos, Clyfford Still, Mark Tobey, Bradley Walter Tomlin.

Instruction/Motivation:

Discuss art prints (or slides) selected. How do these works show emotion? What emotions do you feel in viewing these works?

Brainstorm on different kinds of emotion. Some emotions discussed before the students begin: Happy, sad, mad, confused, lonely, overwhelmed, etc. Discuss how line weight and types of line can convey an emotion.

Demonstrate a couple of ways to show emotions listed through use of line, shape and values.

Remind them they are not to draw any hearts, smiling faces, volcanoes, tear drops, etc. This causes them to think more on their line weight.

Procedures:

Have students fold a 12X18 (30.5 x 46 cm) piece of white drawing paper so it has four sections.

Have the students draw two "upbeat" emotions and two "downbeat" emotions in the four sections on the paper without using any recognizable objects. Students are only allowed to use line, shape and form (shading to show 3-D form). Show at least five different values for each emotion.

Critique works - How do these exercises show emotions? What emotions did you represent? How effective are they?

Evaluation:

Did student recognize and interpret emotions in various works of art?

Did student effectively use line, shape and values (a minimum of five for each emotion) to communicate emotion?

Observation: India ink and plants

Self Portrait Collage/ Image Transfer

2-D Art I- Photo Transfer Mixed-Media Painting

Assignment:

You will be creating a mixed-media painting on a theme of your choosing. By using carefully chosen images, text, color, and painted images, you can

create an interesting painting that expresses a political, social, moral, or cultural issue that is of importance to you personally. By selecting a theme about which you feel passionate, you can create powerful images.

Step 1: Select a theme.

Select a few photos that are about your theme. Photos must be clear, preferably in black and white or high contrast color, and large enough to photocopy. Please!! No tiny images, blurred images, or low contrast photos.

Your photos will be photocopied. You may use the same image more than once, repeat and change the scale of the image. One or two really good images are much better than a lot of ordinary images.

Step 2: Do a rough draft of your painting. You must create a clear focus.

You must select a limited color scheme that illustrates the theme. For instance: if this has something to do with a dark or sad issue, use dark or muted color.

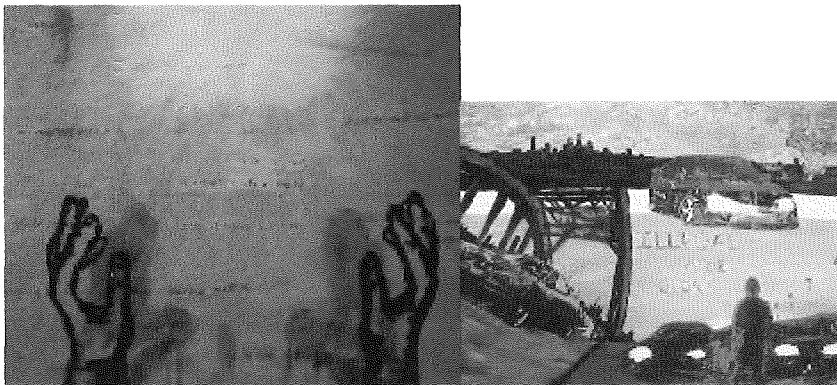
You must have a rough draft of the composition.

Use narrative images in paint. Include images that you paint or draw into the composition which tell a story and illustrate your theme.

Text can be used, but do not LABEL. Allow the viewer to figure out the theme and message from the images.

Step 3: Composition is very important to this assignment. Decide whether it will be symmetrical, a-symmetrical, or radial. Create a visual focus that leads the eye to the most important part of the painting. Fill the space in an interesting way. Mixed media means that you can use paint, photos, words, painted images and drawing. All sorts of drawing media can be used: Colored Pencils, Pastels, Oil Pastels, Charcoal, India ink. Even collaged things are allowed.

The photos must become part of the painting. By layering paint and doing many layers of transparent paint, you cause the photos to become part of a painting. The photos must look like they are floating up from the paint. All borders and cut edges must not be seen. Allow the paint to go right onto the photos. Stain and paint the photos. Just make sure you do not cause the photos to completely disappear.



Photocopy Transfer Process:

1. Select photographs that are clear and have good contrast.
2. Photocopy the photograph (enlarge or reduce if necessary)
3. Apply clear Acrylic Gloss Medium to the surface of the canvas and to the surface of the photocopy to be transferred.

4. Apply the photocopy to the canvas face down.
5. Using a fairly heavy piece of cardboard, rub the surface from the middle of the image, out toward the edges. Excess medium will come out the edges. Press gently and remove all excess glue from surface of canvas.
6. Rub the surface of the photocopy gently with fingers which have been slightly moistened with a little water.
7. Wait for a few minutes - allow to dry.
8. Test the transfer by gently lifting the paper on a corner. If all of the ink is on the Canvas it has transferred. If some of the ink is still lifting off onto the paper, stop and wait another few minutes and try again.
9. Gently lift and peel the paper off the Canvas. A thin film of paper will remain on the Canvas
10. Rub the surface gently with moistened fingers. The paper will begin to pill off. Continue rubbing until all of the paper film is removed and the only thing left on the surface is ink. The surface will feel smooth and there will be no white film remaining.
11. You can choose to seal the surface with gloss medium, but it is not necessary.
12. Give your students a small photocopy and a piece of Drawing Paper and have them practice transferring once before transferring to a canvas with Saral Transfer Paper.
13. Any text or image that the student wants to be transferred without being reversed, needs to be copied onto a transparency and reversed. Reversed images and backwards words will transfer right way around, just like any printing process.

14. Encourage students to stand to work. When fingers get sore, an eraser will also work to remove paper from the surface.
15. I use the photocopied photos as a ground surface or under painting for a painting which will go on top. Photocopies can be transferred onto almost any surface.

Tips from Pam:

You do not have to wait a whole day to peel. Depending upon how dry the air is in the room you are working, it could be ready to peel in 5 minutes, or as long as 30. Just very carefully pull up a corner that doesn't have anything really important. If there is no ink left on the paper and the ink is totally transferred onto the canvas, then you are ready to peel everything. One reason I can think of for it taking so long to dry is simply too much medium or too much water. Make sure you are pulling the squeegee to remove the excess medium out. I use a plastic squeegee tool, but a piece of stiff cardboard will work. Just GENTLY press from the center of the transfer out to the edges to press out excess glue and swipe off with a damp sponge or cloth. Make sure you are not adding water to the paper.

Reflection QUestions:

1. You have a theme that is political, social, moral, religious, or cultural.
2. You have a theme, which is relevant to your life and significant to you.
3. Your theme is visually obvious to the viewer; clear in its meaning.

Resources:

Jasper Johns Racing Thoughts, 1983

Close-up of "Racing Thoughts"

<http://www.artchive.com/artchive/J/johns/racing.jpg.html>

See Pam Wellington's painting using these techniques | More of Pam's paintings

Wire sculpture collab draw from with ink and washes

Foundation Art and Design students attended a Summer School and produced these large scale studies based upon natural forms. Wire sculptures were produced first which were then projected onto the studio walls to help develop the large composition. Working in teams, the students completed the artwork in two hours.

Collage and appropriation given image)

Mandalas? Keep it or leave it

Description:

Delivery:

1. Balance in art is defined as the equal distribution of visual weight in a composition. All the elements (line, shape, color, etc) in that composition look stable or have a feeling of balance (like one side is not heavier than the other).
2. Balance is one of the principles of design. Understanding and applying knowledge of balance methods are important parts of creating a good composition. In 2D art, balance refers to how an artist develops a composition through the arrangement or placement of objects or elements on the picture plane. The artist places the elements or objects in a such way to create either a sense of equilibrium. He may intentionally create an unbalanced piece to send a certain message as well.
3. A Central Axis Line is an imaginary line that divides the composition in half either vertically or horizontally. Objects placed on either side of the axis line can either be repeated exactly the same (Symmetry, Radial) or unequally but with equal visual weight (Asymmetrical). Central Axis Line

Types of Balance

4. The artist can create interest in a composition depending on how they choose to use balance. Remembering always to incorporate or include the other principles of design (Emphasis, Harmony, Variety, Rhythm, etc) is the key to a successful composition.

5. There are 3 main types balance:

- Symmetrical or Formal Balance: the elements (line, shape, color, etc.) are identical or almost identical on both sides of the axis (easiest balance to achieve and generally feels calmer and more stable)

- Asymmetrical or Informal Balance: the elements are not identical on either side of the axis line, yet the overall feeling is still stable (harder to achieve, but visually more interesting)

- Radial Balance: the elements radiate out from a central point. Elements are repeated evenly both vertically and horizontally from the axis lines (generally a design is repeated in circle 4+ times)

balance paper collage6. Elements of Art - Influence on Balance - How do some of the elements of art effect visual balance? When developing your composition, it is VERY important to remember the weight attributes of each element and how they influence weight in visual balance.

- Color:

Light colors appear lighter in weight than dark colors. Black and white are the strongest contrast you can have-Black is the heaviest color and white is the lightest color.

Bright colors are visually heavier than dull colors.

Warm colors (Yellow, Orange, Red) visually expand an area in size, whereas cool colors (Blue, Green Purple) tend to contract an area.

Transparent areas visually weigh less than opaque areas.

- Shape:

Shape size is VERY important to balance...

Individually-small shapes are light, larger shapes are heavier.

A small shape next to a large shape will weigh less than the larger shape.

Grouping a few small shapes together can have equal weight with one larger shape.

Complex geometric shapes (hexagons, trapezoids, etc) weigh more than simple geometric shapes (circle, square, etc)

- Line:

Light thin lines are lighter, rough thick lines are heavier

- Texture:

Light smooth textures weigh less than dark jagged (lots of pattern) textures

- Value:

Lighter values weigh less than darker values on the value scale

- Other things that effect balance weight are: location on the picture plane, contrasting colors together, and line direction.

Types of Balance - Cut-Paper Collage Project

Instructions:

SKETCH – Layout and Designs

1. Draw thumbnail sketches to work out your 3 designs. (Quiz Grade!)

Repeat lines, shapes, colors and patterns in each type of balance design to create visual rhythm and so the entire piece has a feeling of unity.

2. Design the layout of your composition. You need to choose one type of balance to be your largest square. The other 2 rectangles or squares will be the other 2 types of balance. Figure out measurements.

BASE

3. Cut your base shapes of your bases that you will glue your collage onto- use the paper cutter (bases should be one of your 4 colors).

CUT PAPER DESIGN

4. Cut and glue the pieces for all your collages onto the bases.

5. When finished with the individual balance collages, glue them onto the black paper. Make sure you are keeping consistent ½" margins/boarders.

TIPS

- Start with a few L A R G E shapes that break up the background. Keep them different proportions for more interest. Add smaller and smaller shapes as you go, being careful to keep the overall image both balanced and interesting. Shape size is one of the few ways you have to create variety in an image where the shapes and colors are so limited.

- Create a flow or rhythm in the composition through repetition of design. The shapes should look like they are placed in relationship with each other and not just randomly distributed.

- Test the balance by turning the composition around, looking at it from several different directions

Created by Art Teacher Michelle C. East (Copyright 2015) Create Art with ME

Types of Balance

Assessment(s):

Did students create a unified composition that clearly illustrated the three

major types of balance?

Peer Critique-Fill out on 2 other artists

Balance Project Critique Worksheet Your

Name _____

Artist's Name _____

Please answer each question:

- EMPHASIS: The first thing I see is _____
because (contrast, placement/location, size...)
- What 4 colors did the artist use _____,
_____, _____, and _____
- What leads your eye around the artwork-be specific
- Are any of the elements of art emphasized (circle all appropriate)? Line
Shape Color Space Form Value Texture
- HARMONY (Similarities):
- VARIETY (Differences):
- Do you think the artwork feels UNIFIED? (Circle one) Yes No Why or Why
not?
- What suggestions would you offer?
- What I like best about this artwork is____ - be specific

Resources

See Michelle's website for more examples and additional details to this lesson.

Handmade Paper Collage - Ackerman, an artist for more than 20 years, begins with the basics: the different types of paper, tools, and adhesives that are needed; materials that embellish paper; and how to decorate plain paper for use in a collage. The author also explains the basic techniques of making collages and gives many hints for materials that are more difficult to work with and common problems found in paper collage.

The Collage Workbook: How to Get Started and Stay Inspired - Plowman covers design basics, tools, and techniques before inviting readers to make their own mixed-media found-object artworks using 50 short exercises. Hundreds of examples of inspiring collages are included.

National Core Arts Standards and/or National Visual Arts Standards Covered:

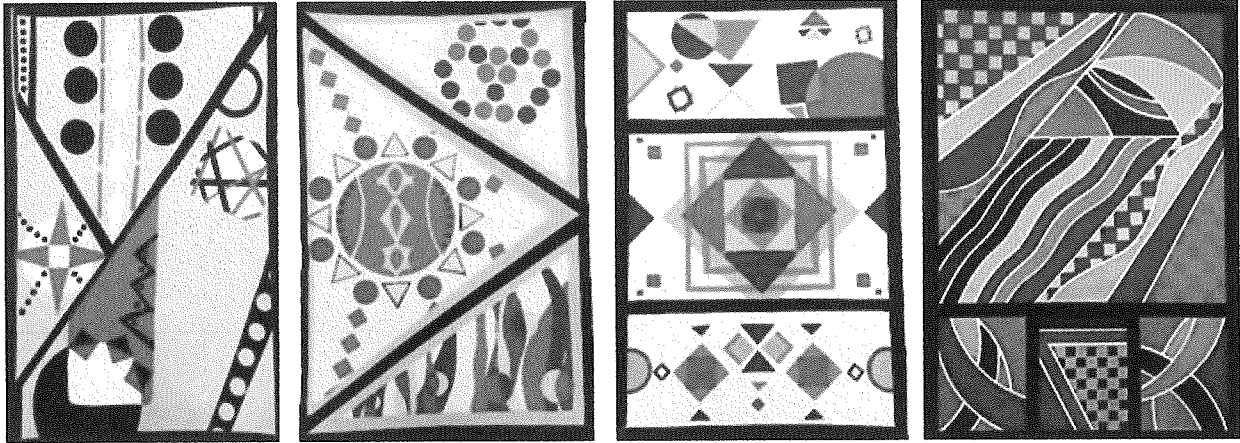
- Visual Arts Standard 1

Understanding and applying media, techniques, and processes

- Visual Arts Standard 5

Reflecting upon and assessing the characteristics and merits of their work and the work of others.

balance paper collage examples



Paper reliefs: Color mixing and contrast

Layer by layer, piece by piece, students assemble a three-dimensional collage using simple pre-cut wood and cardboard shapes built up from a base. Because the design exists on multiple levels rather than a single plane, the relationship of each individual element to the whole must be considered.

This lesson can be used to illustrate the following design principles:

Rhythm – repetition and placement of similar colors, shapes and lines throughout the collage will provide a sense of order and unity.

Balance – whether placed symmetrically or asymmetrically, collage materials should be arranged so that the visual weight is evenly distributed.

Movement – connecting shapes, lines and colors should lead the viewer on a path into, out of and around the entire piece.

Process

1. Using a broad-tip marker, cover the chipboard base with a dark color on one side.
2. Color each individual chipboard or wood element, using markers and colored pencils. Attach them to the base with small amounts of glue.
3. Some hints to keep in mind for a pleasing design:
4. Build rhythm within the design by repeating colors, shapes and patterns.
5. Whenever you lay down one shape or a series of shapes, repeat it somewhere else within the artwork. It doesn't need to be symmetrical, just repetitious.
 - b) Build depth within the design by placing darker colors in the background, then building each layer up with sequentially lighter colors. Save the most brilliant colors for the top shapes, which will function as focal points.

Use large shapes in the background and smaller ones as the collage builds up. This keeps the design open so layers remain visible.

- c) Build interest into the design by using a variety of shapes, colors and
- d) Add movement by connecting large pieces with lines formed by sticks and dowels.
- e) Glue small, stacked wood shapes beneath larger elements to act as risers.
- f) Design beyond the edges of the base — as far beyond as you can!

Seeds of Clay

Sketches were made of natural objects - then the fun began abstracting them. Clay forms evolved and changed throughout the construction. Draped slab method was used for construction - along with other hand building techniques.

Objectives: student will

- research and synthesize visual images, themes (nature), and ideas to create a work of art which reflects personal experiences and intended meanings
- explore how artists get ideas (inspiration from nature) - abstract nature - investigate the formal influence of growing things as a theme in creating a ceramic work
- create an idea or theme in more than one medium - 2-D interpreted in 3-D form - creating multiple solutions to visual arts problem
- combine hand building techniques to create a sculptural form - demonstrate craftsmanship - explore surface decoration
- select glaze for aesthetic quality to enhance sculptural form.

Motivation:

1. Show (and discuss) works of Georgia O'Keeffe
2. Show examples of organic form in clay

Procedures:

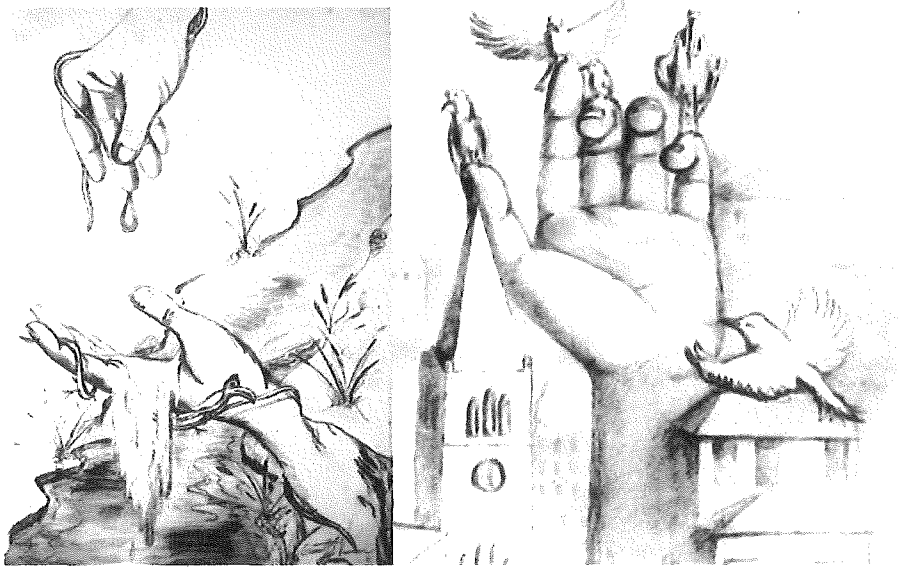
1. Choose a natural object (shell, pine cones, seed pods, flower, etc..)

2. draw one realistic pencil drawing - include value shading
3. Abstract form at least 4 times emphasizing specific elements and principles
4. Choose one sketch and enlarge to 18 x 24, create volume (choice of watercolor, acrylic or oil sticks)
5. Critique drawings
6. Create two mini models in clay of 2D painting translating into 3D sculpture
7. Choose one and enlarge full scale
8. Construct organic form with draped slab method and other hand building techniques. Forms can be supported temporarily with newspaper. Adapt and alter as the form grows.
9. Allow to dry - bisque fire - glaze with earth tone glazes (Amaco textured and luster glazes look nice - also high fire stoneware glazes.)

Expressive hands/handscapes man versus nature head versus heart

Objectives - Students will:

- Draw hands from life - careful observation
- Combine realistic hand drawing in fantasy "scape"
- Utilize elements of design - show good composition skills/principles of design - value shading



Posters

[The Persistence of Memory, by Salvador Dali](#)

[The Temptation of St. Anthony by Salvador Dali](#)

[Swans Reflecting Elephants by Salvador Dali](#)

[Son of Man by Rene Magritte](#)

[L'heureux Donateur by Rene Magritte](#)

Books

[Salvador Dali](#) - Two large-format hardcover volumes in a slipcase. Painter, sculptor, writer, and filmmaker, Salvador Dali (1904-1989) was one of the century's greatest exhibitionists and eccentrics and was rewarded with fierce controversy wherever he went.

[Magritte: Attempting the Impossible](#) - In Attempting the Impossible we have a new definitive Magritte monograph, replacing David Sylvester's volume of the early 1990s. Featuring more than 300 works, it contains much

unpublished material and includes chapters covering Magritte's photography, drawings and influence on German and American contemporary art.

1. Demonstrate transfer process - review shading

Procedures:

1) @ 1- 2 Days

The projects began with students drawing their own hands. After, drawings were reviewed in a class critique. Group discussion concluded the main challenges were:

A) A majority of hands seemed made of rubber or paper, lacking sense of structure/ support like their own appendages.

B) Had not seen correlation- thus did not apply - basics learned when drawing subjects prior to anatomy. For example: when drawing, say, the knuckle of a thumb from the side, or the finger bent and foreshortened - they didn't see overlapping in practice... nor the use of line emphasis and contrast to pull shapes out of the page...

2) @ 2 days

Next we researched anatomical reference from various art and anatomy books. Students were to use materials to build the hand up in 3 sequential drawings... NOT be from life. I wanted them to reconstruct an existing anatomical study in three steps, same 'pose'. I keep a library in the art room chock full of great life study books and more for reference:

- First they drew the skeleton of the hand,
- Then the skeleton with muscles and sinew,
- Third drawing was to be the hand as we see it.

Instruction concentrated on facilitating students ability to see how many principles and elements they learned. These were applied to creating any

illusion. Students record shapes first, then break shapes down (receding or projecting out of page) using overlapping, emphasis of line, size disparity, etc.

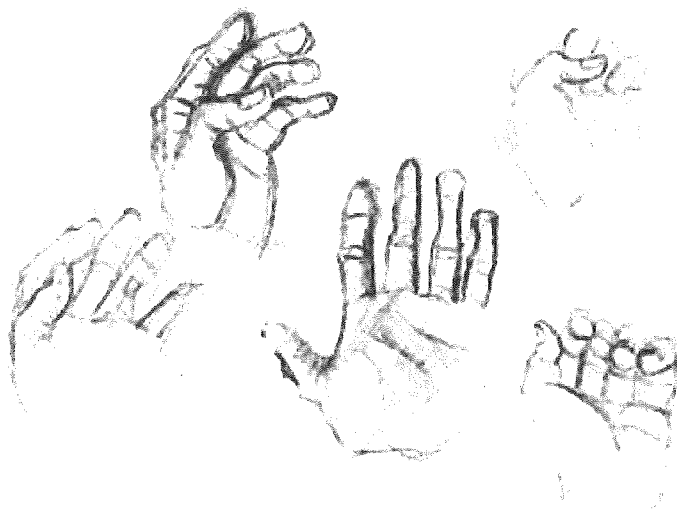
Note: For students struggling with above correlation, I had them put down the hand assignment. Then I addressed and applied the same concepts, while I drew just their nose. After this demo, that incorporates all of the above and more, they drew mine. An epiphany every time!

3) @ 2 - 3 days

Next, they again drew their own hands equipped with all the above criteria.

So now, each student has:

- 1st attempt drawing,
- Anatomical studies, and
- 2nd drawing of their hands after anatomy studies. See examples below.



4) @ 3 days

They have max of 3 days to come up with ideas for an environment in which to place drawing of their hands that:

Must portray the hand as a prominent, totally unusual & unexpected 'character' in its environment. Show hands interacting w/that environment... passively, or actively.

5) @ 4-5 days

They execute the finish... This phase from sketch to final includes lessons in how to transfer a drawing with light box, or graphite sheet, how to selectively keep or discard elements of a sketch, how to size up or down for a final... etc...

Macro World Cross Section of Plants

Found Object Sculpture

Selfie Project

Mapping

- When did you or your family last use a map? What did you use it for?
- What different kinds of maps can you think of? (road maps, hiking trails, blueprints, globe, googlemap)
- What do maps tell us? What can we understand from a map? • How is a map different from real life?

Susan Stockwell

Highland Dress, 2008

Ordnance Survey maps of the Highlands of Scotland, glue Life size

Material Choices

Artists can choose many kinds of materials to create works of art. We often see paint, pencil, clay, etc. Some artists in this exhibition have chosen particularly intriguing materials. Why?

Look carefully at *Highland Dress*

- Describe this work of art.
- How is it different than a dress you might see today? • What is it made of?

- Why did the artist use maps to create this dress?
- If you had lots of old maps, what would you build?

About the artist:

Susan Stockwell uses craft processes to manipulate and transform everyday, disposable products into extraordinary objects. Discarded materials and papers heavily inscribed with their intended use – maps, dress-making patterns, toilet tissue, and books – act as “ready-made signifiers” that can be sculpted and combined to delicately reveal their hidden beauty and meaning.

The *Highland Dress* is hand stitched from ordinance survey maps of the Scottish Highlands at the height of the British Empire forming a Victorian-style dress. The process of cutting up and seaming the maps alludes to issues such as territories and colonies, the ownership of land, and its constantly shifting boundaries.

Stockwell’s life-size dresses are beautiful, detailed, and complex, providing a new twist to an art historical theme that connects maps, costume, power, and femininity

Norman Akers, *Okesa*, 2010 Oil on panel

48” x 42”

Layers of Meaning

The artist Norman Akers chose to blend two kinds of visual art – a map and a landscape painting. He included map symbols and symbols taken from nature. He used words and bright colors. All those elements add layers of meaning to his painting.

Look carefully. Name everything you see.

What things are part of the landscape painting? What is the map part?

What is in front?

What is behind?

Each style tells the viewer something different.

What does the landscape tell us about Okesa and life there? What does the map tell us that the landscape does not?

About the artist:

Norman Akers was born and raised on the Osage reservation in northeastern Oklahoma and at an early age showed a talent for drawing, painting, and modeling clay. A High School counselor took a personal interest in his work and introduced him to a well known local artist Brummett Echohawk. It was this encounter that gave Akers the courage to pursue a painting degree. He traveled to Europe and became a self described "sponge," spending endless hours at the library, absorbing everything he could – from the masters to contemporary artists.

Akers creates layered paintings that feel a bit unstable. In any given piece you will see both natural and material elements, surrealistic realism and flat symbolism, mythic and contemporary worlds, and conflicts between Native and Western world views. He challenges us to choose a single reality to dwell in. In *Okesa*, "The Elk and road map are 'primary symbols' that represent a sense of place," says Akers. "Both symbols assist us in defining that place where we belong." He adds, "For many Native Americans, the experience of modern life creates a kaleidoscope of differing realities...where the boundaries of self and culture can be clearly defined or not so clear; where the past and present, tribal and western cultures coexist. My art mediates this experience for me: an experience that many Native people deal with."

Karey Ellen Kessler, *Other Country*, 2009 Gouache on rice paper

8"x 8"

Real or Imaginary

Most people think maps are useful guides for travel, but many of the maps in this exhibit could not be used that way. Instead, they are maps of personal journeys of the imagination.

Look closely at Karey Kessler's *Other Country*.

- Describe the colors that you see. What could they represent?
- Look for the lines, dots, and symbols. What could they represent?
- What words do you notice? • Compare this too the maps you have seen. What is similar or different? • Can you think of a story to go with this map?

About the artist:

Karey Ellen Kessler makes small and intimate drawings using ink on handmade paper or gouache on rice paper. She thinks of the drawings as both maps and poems. Two streams of inspiration feed off one another – a mark inspires associations with literary, philosophical, even current news, and words in turn suggest a set of marks.

The artist explains, "I am interested in how adding words to random marks in my work can change what the marks represent. A cluster of dots can be birds, angels, or sand depending on the label put next to them. Empty spaces can be things barely glimpsed, the realm of angels, or nothing but silence."

Kessler's maps weave together both the mundane and the mystical. They contain both celestial and terrestrial locations, as well as places in her mind such as time, the infinite, truth, and nostalgia.

The grid of the map allows her to link memories and thoughts to suggestions of a landscape or a physical place. Kessler says, "One of the questions I am always trying to answer with my maps is: what does it mean to say 'You are here'? For me, my experience of HERE is both an external experience of the physical environment and at the same time, an internal experience of the emotions, memories, and thoughts that a place, space, or time evokes. "

Close your eyes. Think of a **MAP**. _____

What words come to your mind?

In the space below, draw a picture of what you think of when you hear the word **MAP**.

Pre-Visit Activity: A Sense of Place

Many artists in our exhibition capture the essence of a place through words and images.

What specific places do the words below make you think of? Write the name of the place in one box and a small drawing of that place, or a detail from that place in the next box.

Mysterious

beautiful

dirty

fun

quiet

Smells good

Is it real or imaginary? Artists often use real mapping techniques to create a work of art from their imaginations.

This map seems real at first but in fact it is imaginary. Notice that the artist put time and ideas in her map as well as geography. This map tells us a little bit about what is on her mind.

CREATE A PERSONAL MAP

- Choose four words from the back of this sheet and create an area (or shape) for each place on the map below. - Put yourself in the map. Use a symbol for yourself (a bird, a star, the sun...)
- Add symbols for other people and objects that are important to you.

- Use lines, dots, dashes, and arrows to connect yourself to the things and places in your map.

Past Projects to Revisit

- **Social Justice Zines expression self identity**
- **Multi media figures/ proportion scale rhythm**
- **Comic book video game/ Perspective or board games 1pt/2pt**
- **Yearlong photo project**
- **What's the point mm drawing project**
- **Social Issues silhouettes/timelines/paper cuts**
- **Exquisite corpse**



Town of Arlington, Massachusetts

Goal 2 – Staff Excellence and Professional Development

Summary:

The Arlington Public Schools will recruit, hire, retain, and build the capacity of a diverse staff to be excellent teachers and administrators by providing high quality professional development aligned to needs, instructional support, coaching, and an evaluation framework that fosters continuous improvement.



Town of Arlington, Massachusetts

2.1 Professional learning for educators will reinforce targeted components of the academic curriculum, social emotional competencies and pedagogy, and will emphasize culturally responsive and data-informed instructional practices that support student learning and growth

ATTACHMENTS:

| Type | File Name | Description |
|---------|--|--------------------------------|
| ▣ Goals | VISUAL_ARTS_GOAL_OBJECTIVES_2.1.pdf | Visual Arts 2.1 |
| ▣ Goals | HISTORY__SOCIAL_STUDIES_EVIDENCE_-_GOAL_2.1pdf.pdf | History and SS 2.1 |
| ▣ Goals | SEL_EVIDENCE_-_GOAL_2.1.pdf | SEL Evidence 2.1 |
| ▣ Goals | MATH_EVIDENCE_-_GOAL_2.1.pdf | Math evidence 2.1 |
| ▣ Goals | HEALTH__WELLNESS_EVIDENCE_-_GOAL_2.1.pdf | Health and Wellness 2.1 1 |
| ▣ Goals | HEALTH__WELLNESS_EVIDENCE_GOAL_2.1(2).pdf | Health and Wellness 2.1 2 |
| ▣ Goals | HEALTH__WELLNESS_EVIDENCE_-_GOAL_2.1(3).pdf | Health and Wellness 1.2 3 |
| ▣ Goals | HEALTH__WELLNESS_EVIDENCE_-_GOAL_2.1(4).pdf | Health and Wellness 2.1 4 |
| ▣ Goals | SCIENCE_EVIDENCE_-_GOAL_2.1.pdf | Science 2.1 |
| ▣ Goals | PERFORMING_ARTS_EVIDENCE_-_GOAL_2.1.pdf | Perf Arts 2.1 |
| ▣ Goals | ELA_EVIDENCE_-_GOAL_2.1.1.pdf | ELA Evidence 2.1 1 |
| ▣ Goals | ELA_EVIDENCE-_GOAL_2.1(2)pdf.pdf | ELA 2.1 2 |
| ▣ Goals | DIGITAL_LITERACY_EVIDENCE_-_GOAL_2.1.pdf | Digital Literacy 2.1 |
| ▣ Goals | CUTURAL_COMPETENCY_EVIDENCE_2.1.pdf | Cultural Competence Evi 2.1 up |
| ▣ Goals | WORLD_LANGUAGE_GOAL_OBJECTIVES_2.1.pdf | World Language 2.1 |

Evidence Cover Sheet for Goal Objective 2.1

Visual Art

Directions: Click on the link for the language that you submitted last spring: [18-19 District Goals](#). In addition, here are the links to the [Transferable Skills](#) and [Vision of Student and Learner and Global Citizen](#).

Goal Objective 2.1 Professional learning for educators will reinforce targeted components of the academic curriculum, social emotional competencies and pedagogy, and will emphasize culturally responsive and data-informed instructional practices that support student learning and growth.

District Goal/Rationale: (How does this connect to the language in goal objective 1.1? More specifically, how does it connect to transferable skills, district's vision of student as learner, and align with state standards?)

Visual art teachers are recognizing the link between students' emotional and intellectual growth and a curriculum that gives students' choices about personal themes and media. The implementation of TAB and other choice-based instructional strategies increase student engagement, fosters student independence and develops critical thinking skills in all students.

Action: (What is the action?)

Seven Visual Art teachers attended the three-day National Art Education Association Convention in Boston this year. These are excerpts of teachers' written summaries about their experiences during these very productive three days:

- Kayla McKenna-OMS "Others included topics like - "Challenging our Whiteness and the Ways White Privilege Acts on Art Education," "Keeping Early Finishers Engaged: Pacing Strategies for the Art Classroom," "20+ Strategies for Teaching ELLs in the Art Room."
- Deborah Campagna- K-5 "Our subject spans so many disciplines and topics, and the NAEA Convention offered workshops and talks on everything from technique, to Social Emotional Learning in the art studio, to learning new ways to set up a successful art program.
- Polly Ford- OMS "I have to mention the Howard Gardner's "Beyond Wit & Grit" session, which brought us back to the importance of the 13 intelligences in teaching and the importance of art as a tool for accessing these different intelligences."

- Aimee Archambault-AHS “I attended sessions on a variety of topics, including integrating student choice into curriculum in meaningful and scaffolded ways, assessment strategies, supporting all learners, and general sessions of artists and researchers discussing their work in the visual arts field.”

Other PD Activities

- Art teachers attended a full day Youth Mental Health First Aid training learning how to identify, understand and respond to signs of mental illnesses and substance use disorders. The training gives teachers the skills they need to reach out and provide initial help and support to someone who may be developing a mental health or substance use problem or experiencing a crisis.
- Art teachers have been taking courses and attending seminars at the DeCordova Museum, the Artisans’ Asylum, the Griffin Museum and other institutions to hone skills in certain media that they teach including photography, fibers, ceramics and woodworking.

Progress:

Because of the PD mentioned above, art teachers are developing more skills in designing lessons that build visual art programs in all schools that develop social emotional competencies in all students.

Description of Evidence:

This link shows some of the steps that have been taken to develop these pedagogical skills.

https://drive.google.com/open?id=1n_MXTbHeUF7ZNzB8IFC7bJGuyBI2vVbE

This includes statements by teachers about the experiences art teachers had at the NAEA conference last year.

Deborah Campagna (K-5 art teacher Thompson School) Statement about her 2019 National Art Education Association Conference experience

Going to the NAEA Conference is an experience like no other. Art teachers have so few opportunities to engage in quality Professional Development that is focused on what we actually do and experience in the classroom. The NAEA Conference is a chance to engage with, and learn from art educators from around the world. It is a chance to get the Professional Development that we need and want. Our subject spans so many disciplines and topics, and the NAEA Conference offered workshops, and talks on everything from technique, to Social Emotional Learning in the art studio, to learning new ways to set up a successful art program.

For me, the pre-convention workshop on Choice-Art was a highlight. This full day immersion into Choice based learning gave me a chance to connect with like minded art teachers from all over the country. Some I already knew, some I had already met in on-line TAB forums, and some I met for the first time. The talks, especially one about students with disabilities in the art studio were powerful, and left me feeling that the changes I have made to my art program over the last 2 years are a good start, but that there is so much work left to do. Part of the Choice-Art day was a working studio set-up, where we could be students in a TAB setting. This was wonderful! Not only did I learn some new techniques through mini-lessons, but I got to experience what my students experience. Making my own choices, collaborating with others, sharing my own learning.

Other highlights included hearing some of my colleagues and heroes speak. Diane Jaquith and Kathy Douglas from TAB both spoke, and I learn so much from them everytime I hear them. Listening to Amy Sherald talk about her inspiration and process will always stay with me, and I have already brought her message of making the kind of art that you want to see in the world to my students. Howard Gardner was insightful, and his speech has inspired me to look back at his work around multiple intelligences and Project Zero.

Mostly, the conversations with other art teachers from around the country will stay with me. At the NAEA Conference, it is almost like meeting up with your big extended family. You haven't seen each other in a long time, but you have things in common and things to share. Connections are everywhere. I re-connected with art teacher friends who I haven't seen in 15+ years. Frequently, art educators are isolated in our buildings (especially at the elementary level), and it can feel like no one knows exactly what you are experiencing. The NAEA Conference is a way to combat that isolation, and to reiterate the importance of what we bring to our schools and communities.

Draft AEF TAB grant proposal summary. Submitted by Dave Ardito APS K-12 Director of Visual Art

This AEF grant that would support certain professional development and resources for Arlington art teachers. This professional development will increase eight to ten art teachers' ability to implement the nationally recognized art teaching strategy called Teaching For Artistic Behavior (TAB). As TAB experts explain on the TAB website <https://teachingforartisticbehavior.org/what-is-tab.html> : *"TAB classrooms are highly structured environments. Students scaffold their own learning, sometimes going deeply into specific subjects or media. They work at their own pace, following their own lines of inquiry, and develop skills as they need them. Because everyone is involved in their own self-directed work the teacher is available to work individually or in small groups to differentiate for the diverse needs of students."*

Several Arlington art teachers have been using a TAB approach over the past two years, but additional exposure to and research about TAB are necessary for them and their colleagues to increase everyone's proficiency with this innovative and revolutionary approach to teaching art.

In a TAB art room, multiple "studios" or "media stations" are set up for student artists to choose from during each art class.

TAB even goes beyond a choice-based approach because it puts student artists directly at the center of their art making in these ways:

"Students are regarded as artists.

Students learn about art and the art world by assuming the role of artist and their own learning. They practice coming up with art problems to solve, asking questions and seeing possibilities in the world around them. Students learn to persevere through difficulties as well as to trust themselves and their own judgment while simultaneously becoming self-directed, and organized." © 2019 Teaching for Artistic Behavior

"Students determine the purposes for their work.

Not every piece can or should be a masterpiece. In the same way that musicians and athletes practice, artists experiment and practice to learn from their work. Sometimes students practice to improve skills, or make a quick object or gift to take home that day, or pursue a work over many weeks. Exhibition offers students, like all artists, the opportunity to reach a wider audience with their artwork." © 2019 Teaching for Artistic Behavior

"Students learn to reflect on their work.

Students learn to look closely at their work, ask questions, and evaluate it to decide when it is complete. They learn how to talk about their work with others and to write about their work for artist statements that accompany their display pieces."

© 2019 Teaching for Artistic Behavior

AEF funding would provide stipends for visiting experts who would conduct all-day TAB workshops for art teachers. Leading Art Education faculty at Massachusetts College of Art and Design have been at the center of TAB development for years and they have been leading the TAB "movement" nationwide. We envision a series of workshops in Arlington, at Mass Art and at other relevant sites. Funds would also be used to purchase resource materials and to provide paid professional development days for art teachers during the summer.

The timing for TAB in Arlington is perfect because it supports district goals related to social and emotional learning and the vision of students as independent and collaborative learners.

Dallin Visual Art Program - 2019

The Dallin visual art program is one of three elementary schools in Arlington piloting T.A.B. – Teaching for Artistic Behavior, in grades 1-5. This is a nationally recognized choice-based art teaching approach. This approach treats children as artists and helps them develop the skills to set up, and clean up their own studio spaces, and to create art inspired by their own ideas and interests. Students are encouraged to work with their strengths and explore art media that interests them.

Choice-based learning provides opportunities for students to develop 21st century skills such as problem solving, innovation, collaboration, communication, inquiry, initiative, leadership, and cross-cultural skills.

We are also teaching the Studio Habits of Mind in the Dallin Art Room (Reflect, Observe, Express, Engage and Persist, Understanding Art Community/Envision, Develop Craft, Stretch and Explore) which helps students see how their art-making connects with some of their deepest learning.

Sam Kasle NAEA summary 2019

Attending the NAEA Conference is always an inspiring and exciting privilege that I am so grateful to have had the opportunity to attend in Boston and New York City in recent years. I love meeting art teachers and sharing ideas and stories with them. The Boston NAEA Conference will always stand out in my memory because it was my first time presenting at an event of this caliber. Over the course of this school year, I have been working with a group of Art Educators from all over MA to research and discuss assessment in the art classroom. At the conference, I presented with my team and explained my findings to a room full of art teachers from around the world!

I was connected to this team through Diane Jaquith, who is a MassArt professor and leading Art Ed researcher. Earlier this year, I was featured in Diane Jaquith's new book, "Studio Thinking from the Start." My research group focused on a chapter of the book and expanded on it for our presentation. To celebrate the release, another author of the book, Ellen Winner, hosted a dinner party at her house during the conference. At the dinner party, to my surprise, was Howard Gardner! Gardner is famous for his theory of multiple intelligences. A theory I really resonated with in graduate school and would cite constantly in my papers. It was an incredible experience to be in the presence of so many geniuses and leading education researchers! I ended my NAEA Conference weekend feeling so re-energized and inspired to teach art.

NAEA – 2019 Boston Summary by Polly Ford

This year's NAEA conference in Boston was a fantastic and inspiring one. I came away feeling inspired to make changes and additions to my teaching practice and with ideas for my own art work as well. During the three days I toured exhibits of artwork by students of all ages, and from all over the world. I watched demonstrations of various materials and techniques. I attended 16 sessions during the three days on a wide range of topics, each session was worthwhile and gave me many ideas and tools for my teaching practice and for my own studio work.

It is hard to say what the most impactful session was for me – but certainly at the top of them all was hearing the artists Amy Shepherd, Steve Locke and Janet Echelman speak about their own processes and current work and each of their experiences in becoming artists and how they came to their current work and subjects. One of the biggest jobs art teachers have is to introduce students to contemporary artists and the art that is being made right now in their lifetime, and the importance of art as a reflection on and of our human experience and society. These 3 are all examples of artists whose work speaks to all of that. Amy Shepherd describes her portraits as reframing portraiture to reflect a history of black people in this country (highlight the National Gallery Portrait of Michelle Obama). Janet Echelman's installations point to the history of the space they are built in and the act of human footprints altering the world (see Boston's installation over Kennedy Plaza and it's historical reference to the 3 hills that were razed to fill in the Bay). Steve Locke's work has discussed his experience as a black and queer man, while his current work brings awareness to police brutality and the routine killing of unarmed black people by police and hate groups. (See 3 Deliberate Shades For Freddie (A Memorial for Freddie Gray).

There is not nearly enough time to discuss the other 13 sessions that I attended – but some of the most impactful were : “Challenging our Whiteness and the Ways White Privilege Acts on Art Education”. This session could maybe be covered in a full college semester course, there is so much to it. We discussed the way in which we perpetuate the idea that all great artists are dead white men. Specifically we talked about ways to broaden students experience and exposure to art history beyond Picasso, Rembrandt, Monet etc. and have them actively engage in finding artists who are not from that limited scope, and examining our individual experiences and framing of art history and contemporary art.

Another session that was most enlightening was the “20+ Strategies for Teaching ELL's in the Art Room” This session focused largely on making the art room accessible and a space for acquiring language as well as art skills. We were given grade concrete examples of techniques for making the room more accessible for students learning English – labeling everything to help their word recognition and key words, providing visual step-by-step instructions on tabletop boards so students can follow steps for making their work.

There were sessions on sharing art and generating ideas in the art room (and beyond), Keeping Students on task, Helping Students Craft big new Ideas, Methods for managing ceramic materials, How to paint with Green Oils, Teaching Digital Artists to Draw – the list goes on!

And lastly I have to mention the Howard Gardner's “Beyond Wit & Grit” session, which brought us back to the importance of the 13 intelligences in teaching and the importance of art as an tool for accessing the different intelligences. This session was a great reminder of the multifaceted learning tool that art is for our students – helping them to see the world, their work and any challenge from multiple different perspectives and approaches. The 13 intelligences help to foster excellence, ethical thinking and engagement in our students and in ourselves.

Spending three days at this conference with over 5000 art educators and artists from every level of education, every field of art and from all over the world was inspirational. I came away from this conference with ideas, tools and a feeling of common goals and an even stronger belief in our shared goals for art education.

Summary

That said, it was also amazing to learn from art teachers in Maryland, Nebraska, and Tennessee!

Stacie

Stacie Greenland
Somerville, MA

Recycle • Recycle

ELEMENTARY

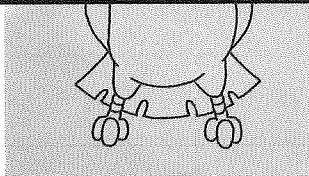
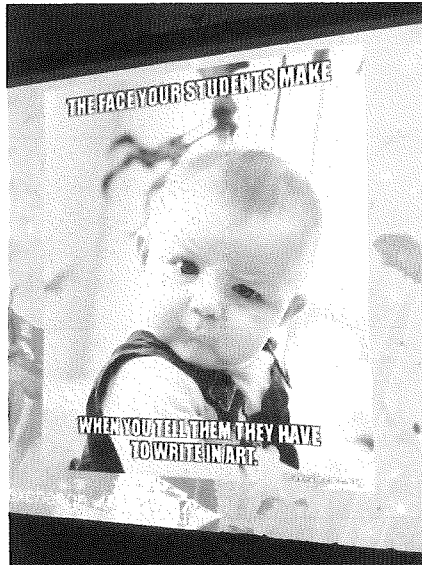
#NAEA19

I Color Outside the Lines

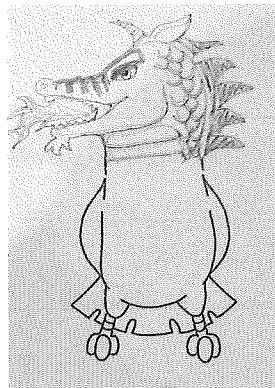
CELEBRATE DIVERSITY

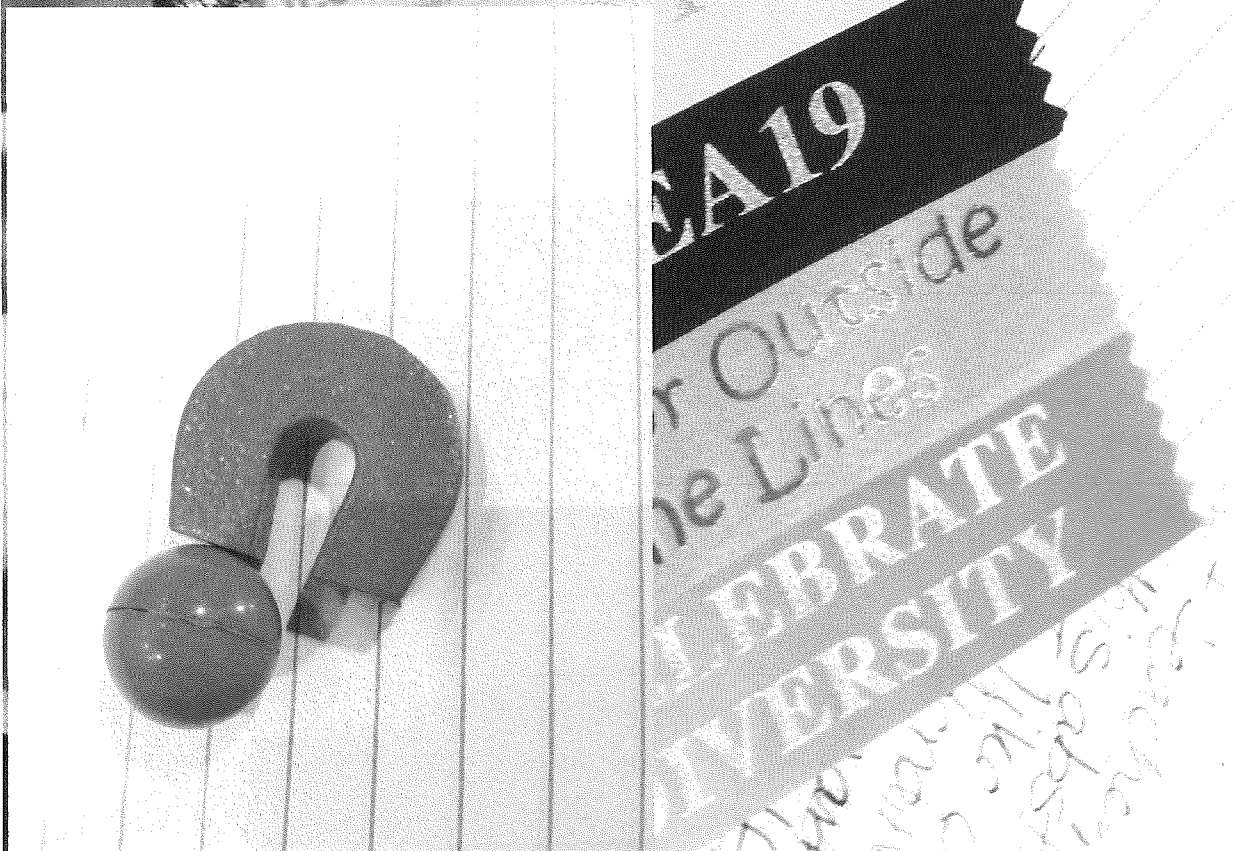
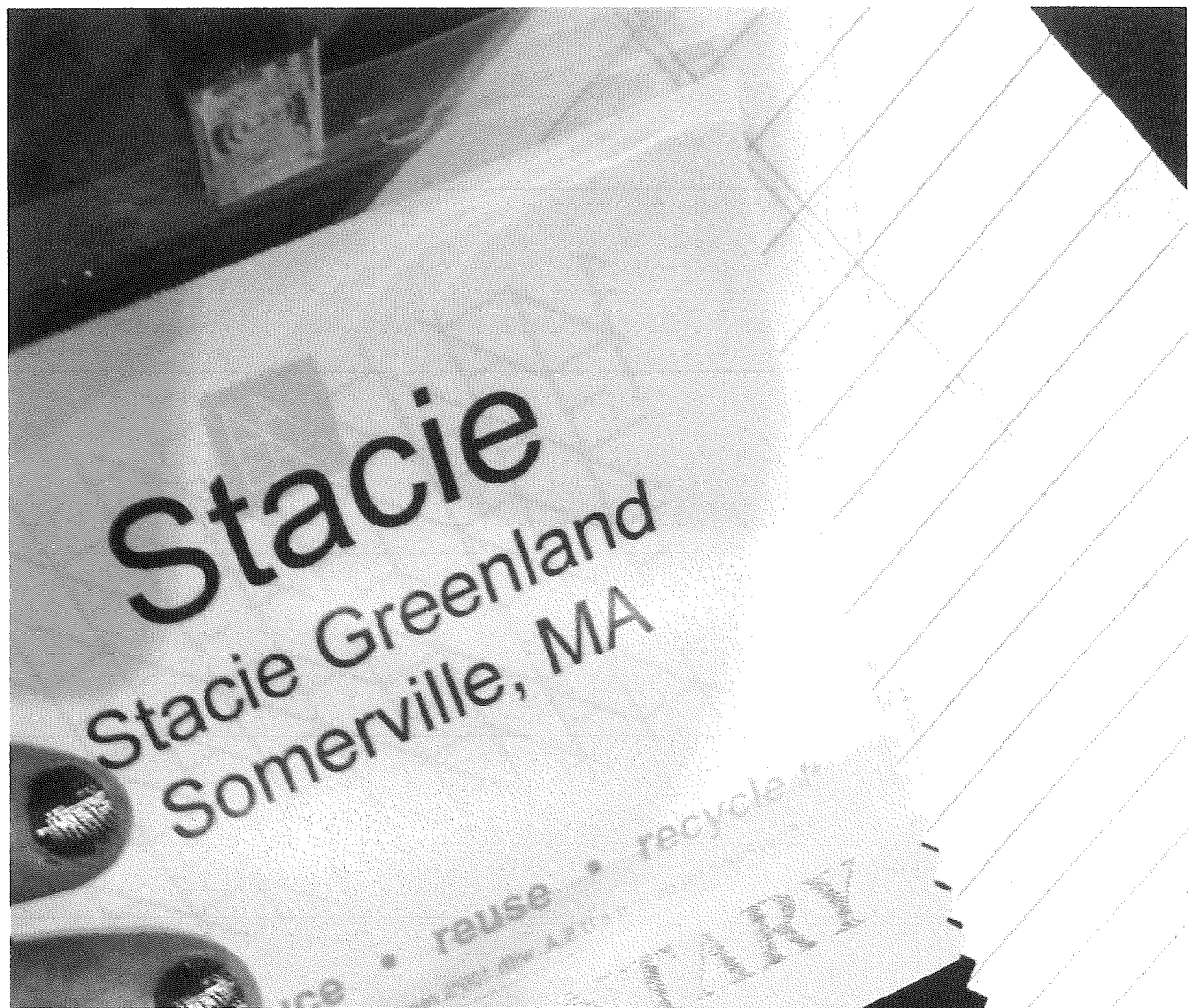
I'm a girl
 at 16 yrs - I like
 green. I like animals
 such as ponies - I like
 relax & calm myself - I like
 Sincerely,
 Stacie Greenberg
 Instagram: @staciegreenberg
 Twitter: @Dallinagregg
 Facebook: Stacie Lea Greenberg
 Instagram: Verdantvibes

The *ArtMark Bookmark Exchange* workshop was helpful because I've added a student learning goal this year around artist statement writing. This workshop was about making artful bookmarks as an art-exchange, where students would write to their bookmark pen-pal about their art. Making this connection with another artist was something we got to practice in the workshop. I've attached pictures of my bookmark and letter to the art teacher I was invited to share it with, as well as a picture from that presentation's slideshow which made me laugh.



The exquisite corpse exercise pictured below is from the Sakura Color Products Corporation in Japan booth. They always have a fun art exercise to do, and when you complete it, you can spin a wheel and win a free product. Last year I drew a portrait onto a swirly gold frame paper, which my students still love looking at; it really inspires them to draw portraits! The art supply I won this year was a set of chubby oil pastels (cray-pas) which we use all the time in the Dallin art room!





OMS KAYLA MCKENNA
Summary

2019 NAEA Highlights -

It was my first time attending NAEA this year and I am extremely glad that I went. There were hundreds of sessions to choose from that offered an enormous range of topics that could be applied to my own teaching. The biggest highlights for me were the artist sessions which I wish there were more of! I love being able to show my students new contemporary artists that can connect to the projects they are creating or ideas they have.

I went to the Amy Sherald, Janet Echelman and Steve Locke artist talks. The Monday after NAEA, I made a short google slides presentation about each of the artists so students could hear about who they are and what they create. It was great to talk to my students about these artists because of the topics they are using to inspire their work. In my own classroom, we place a big emphasis on choosing topics and ideas that students have a direct connection to. I often tell kids that if they don't care about their topic or idea then it won't be exciting to work on their projects, so it is really important that they choose things that they are excited about or passionate about, which is exactly what these contemporary artists are doing.

I also was excited to talk to my students about Janet Echelman because she is someone who could not create her artwork if it weren't for her incredible team of assistants which range from engineers to lighting designers. I love being able to show students how other areas of discipline can have a place in the art world, we need mathematicians and engineers and scientists to create the things we want!

Artist, Steve Locke, was probably my number one highlight as he is one of my past professors from Mass College of Art and Design. He is making work that is SO important to our country right now and so I was really excited to talk about his work to my students so they can see that there are artists who are making artwork about similar issues that they are choosing for their projects.

Other sessions that I went to included topics like - "Challenging our Whiteness and the Ways White Privilege Acts on Art Education," "Keeping Early Finishers Engaged: Pacing Strategies for the Art Classroom," "20+ Strategies for Teaching ELLs in the Art Room," "Going Green with Oils: Water Soluble Oil Usage in Classrooms," "Banishing Boring Critiques," "Tips, Tricks, and Techniques for Efficient Ceramics Classroom Management," and "Fostering Ideation to Grow Good Ideas." These sessions were extremely beneficial to my teaching.

Highlights were the "Challenging our Whiteness" session which was so informative. It also helped to shed a light on how impactful racism can be on arts education. One attendee brought up how she asks her students who are predominantly of color to research two artists for homework, the next day they have a group discussion and create a chart about the artists that they found. Almost every year the same thing happens, her students would come in reporting about the same artists - old, white, mostly dead, european, men artists. She realized this is an issue because it has become the norm, so it is so important for us as educators to be showing our students more artists which is why the artist series was so important for me to go to. I was

able to present to my students three new artists, two of which are women(!) and two of which are black.

"Keeping Early Finishers Engaged" was a fantastic session that gave my coworker Polly and I awesome ideas to help keep kids engaged even when they have finished. We plan to use some of the strategies presented in our curriculum next year! The session on strategies for teaching ELLs was also a highlight as this is something that is becoming more frequent in my classroom. The presenters had really awesome ideas for easy ways to get ELLs working without having to stop instruction or call attention to their language barrier. I am excited to use some of these strategies in my classroom, things like having step by step instructions printed out with photos that can stay at each table. That way no matter what stage you are in a project, if you dont know what to do next, you can refer to the instructions that have pictures. Similarly if someone is absent, rather than have to one on one explain what they missed, they can refer to the instruction page. There were so many benefits to attending this conference, I am extremely happy that I was able to attend and it was fully worth the money that I spent.

Deborah Fleming Art teacher Bishop and Hardy – 2019 NAEA experience

Having gone to the National Art Education Association Conference in March, 2019 has provided me with opportunities to meet and engage in conversations with other art teachers from all over the world. As an art teacher, I have limited chances to meet up with others outside our district. It was wonderful to have in-depth conversations about our love of teaching art, what styles of teaching work in the classroom, and how we can improve and keep up to date with the current pedagogy. I was able to interact with teachers who follow the TAB method of teaching and collect some ideas for my own classroom. I was able to find more resources for my lesson plans and some creative ways to implement them. Most importantly, I was able to hear the lectures of several important contemporary artists, including Amy Sherald, Peter Reynolds, and Janet Echelman. They have inspired me personally and will be great additions to my classroom lessons. I truly wish there were more opportunities in Massachusetts to be able to collaborate with other art educators. Thank you for allowing us to attend this conference. It was an invaluable experience.

Evidence Cover Sheet

Directions: Click on the link that for the language that you submitted last spring: 18-19 Goal Objectives. Please use the language from that document for the cover sheet.

History & Social Studies: Increase diverse narratives in history and social studies curriculum by providing PD, planning time, and new books for teachers.

Goal Objective 2.1 Professional learning for educators will reinforce targeted components of the academic curriculum, social emotional competencies and pedagogy, and will emphasize culturally competent and data-informed instructional practices that support student learning and growth.

Evidence/Metrics (numbers correspond to numbers written on evidence attached):

17) First grade social studies PD: teachers examined images that represented the diversity of Africa from the “Every Day Africa” Instagram account and analyzed them, This was a lead in activity to talk more about the revised 1st grade Africa unit that will be more culturally responsive.

18) Third grade social studies PD: in this meeting we recapped the summer work we had done on diverse perspectives in the curriculum; teachers also examined new books for the curriculum that had diverse perspectives and continued to work on making Menotomy Day (formerly Colonial Day) more inclusive.

19) List of books purchased by history director for third grade teachers to vet to include in curriculum to represent diverse perspectives

20) Excerpt from the new 2018 MA History & Social Science Frameworks: the guiding principles for effective history & social science education include principle #2, which discusses the importance of diverse narratives in the history curriculum.

21) Fifth grade social studies PD: In this PD teachers looked through a set of books with diverse perspectives for possible inclusion in the curriculum. At this PD, all teachers received copies of *The Black Regiment*, a book that chronicles African American perspectives in the American Revolution.

22) List of books purchased by history director for fifth grade teachers to vet to include in curriculum to represent diverse perspectives

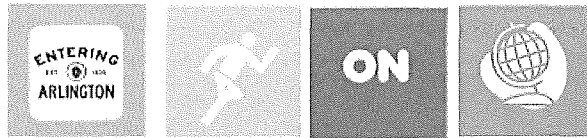
23) Curricular resources purchased for elementary teachers from Primary Source that include African music, Latino Migrations, Chinese Immigration, Native Peoples in the Grand Canyon, African American writers, the Wampanoag, and Chinese American voices.

24) Copy of ninth grade Modern World History curriculum map: the new curriculum includes the

Haitian Revolution, Arab Spring, Iranian Revolution, post-colonial Africa, Modern China, Israel/Palestine, and other non-Western case studies.

25) List of resources from a Primary Source professional development workshop that a teacher attended on “Gender and Women’s History.” She shared this list with other teachers in the department to include in their teaching.

17



ARLINGTON RUNS ON HISTORY

***Arlington Public Schools
History & Social Studies Department
1st Grade PD, Tuesday September 25, 2018
Brackett Room 214***

1) Opener: Fill out Google Form about your current Africa unit:

<https://goo.gl/forms/Vwi1dSFxxT8rKJ73>

2) Recap of Meeting Last Year: What were the salient points about how Africa should be taught/should not be taught?

- Group brainstorm

3) Warm Up

Everyday Africa

<https://www.instagram.com/everydayafrica/?hl=en>

- Browse through the images: what do you see that falls in line with your current perceptions of Africa/how you currently teach it? What images add something new to the narrative about Africa?

4) Africa quiz

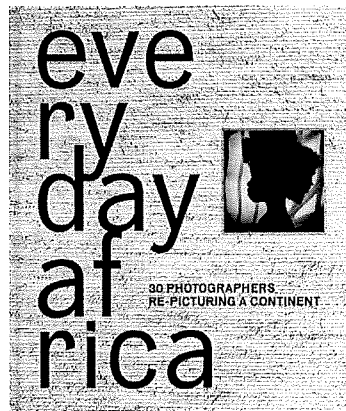
5) Group brainstorms (one teacher from each school)

- Essential knowledge (facts) and understandings (concepts)
 - Aftuck, Epps, Houston, French, D. Hurley, J. Hurley, Caplin, Coven
 - Murphy, Macrae, Finn, Wolstencroft, Picard, Wall, Forse, Lamonthe
 - Higgins, Kaminski, Farese, Dulong, Sliney, Haro, Pratt, Frost

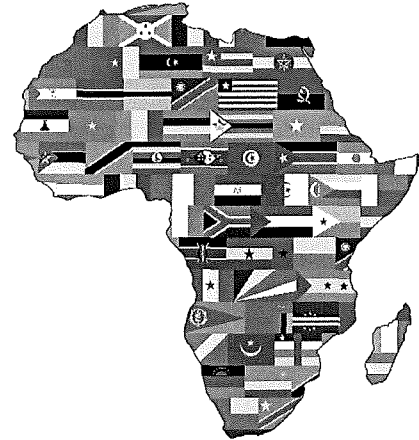
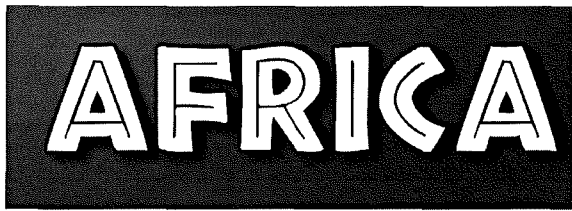
6) If time, meet in school level teams to start planning Africa unit revisions

7) Next Steps:

- Meet in March to share what we did that is new
- Work in formalizing a new Africa unit over the summer for formal adoption in 2019-2020

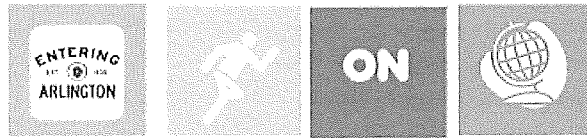


| Images that fall in line with perceptions/generalizations about what Africa is | Images that add to or expand the narrative of what Africa is |
|--|--|
| | |



- _____ 1) What is Africa's newest country?
- A) Azania B) South Sudan
C) Azawad D) Central African Republic
- _____ 2) In what city is the Chinese-built headquarters of the African Union?
- A) Addis Ababa, Ethiopia B) Lagos, Nigeria
C) Ouagadougou, Burkina Faso D) Johannesburg, South Africa
- _____ 3) Where is Nollywood, the second biggest movie industry in the world in terms of number of films made?
- A) Namibia B) Kenya
C) South Africa D) Nigeria
- _____ 4) Who or what is Liberia's capital Monrovia named after?
- A) Marilyn Monroe, film star
B) James Monroe, the fifth president of the United States
C) Monroe trees, indigenous to the region
D) The pre-colonial Monroe kingdom
- _____ 5) What is Ushahidi?
- A) An African philosophy promoting communal values
B) A crowd-sourcing platform used to monitor violence in Kenya in 2008
C) A popular walking trail in Mozambique
D) The policy of deferring to elders
- _____ 6) How many black presidents have there been in South Africa?
- A) One B) Two
C) Three D) Five
- _____ 7) It cost \$30m, stands taller than the Statue of Liberty & is built to last until 3200. What is it?
- A) Donald Trump's new hotel in Zanzibar, Tanzania
B) The statue of former Chinese president Hu Jintao in Lilongwe, Malawi
C) The African Renaissance monument in Dakar, Senegal
D) A new library planned for Timbuktu in Mali, with EU and US funding

- _____ 8) Which one of the following statements is **NOT** true?
- A) There are 54 countries in the African Union
 - B) There are 54 countries in Africa
 - C) Somaliland is not a country
 - D) Africa is not a country
- _____ 9) Africa has more countries than any other continent
- A) True
 - B) False
- _____ 10) How much of Africa is desert?
- A) one half
 - B) one third
 - C) one fourth
 - D) one sixth
- _____ 11) What is the largest country in Africa by area?
- A) South Africa
 - B) Mali
 - C) Algeria
 - C) Sudan
- _____ 12) What percent of the world's total land area does Africa make up?
- A) 10
 - B) 12
 - C) 20
 - D) 34



ARLINGTON RUNS ON HISTORY

***Arlington Public Schools
History & Social Studies Department
3rd Grade PD, Tuesday November 27, 2018
Thompson Elementary School- Room 201***

1) Announcements:

- What we did during the June PD:
 - Rationale for diverse perspectives in 3rd grade social studies curriculum
 - Short term/long term goal brainstorm
 - Short:
 - Examine new materials and find new things to replace with, what does project based learning look like in social studies
 - New texts to use
 - Pacing: what time of year to teach certain things
 - Bridge between Native Americans and Pilgrims
 - Long:
 - Cohesion between schools
 - MA/Arlington resources/materials (PD on local history?)
 - Jigsaw
 - Gender, African American, Jewish, LGBT
 - Examined resources (books that are here)

2) Framing the Work Today:

- Goal: Establish an overall vision for Menotomy Day for third graders in Arlington Public Schools to ensure a consistent experience in learning about the history of America and Arlington during the Colonial Era.
 - Practical Takeaways: Establish a basic 'shell' for a Menotomy Day
- Rationale New Frameworks: Guiding Principle 2

3) Working Session

- Teachers get into groups
- Assign roles: taskmaster (goes through checklist), recorder (writes on poster), timekeeper
- Checklist
- Local history
 - Battle of Menotomy
 - Reed Family
 - Squaw Sachem

- Massachuset
- Prince Hall/Prince Hall Cemetery
- Uncle Sam
- Old Burying Ground
- Frederic Tudor
- Old Schwamb Mill

4) Share Out/Discussion

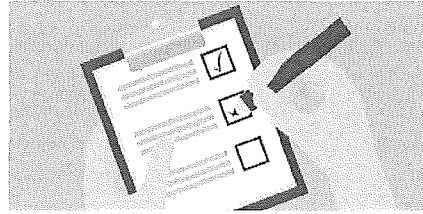
5) Next Steps:

- Relaying of into to parents and organizers
- Next PD Is in April: debrief days that have occurred/last minute planning, curric eval

Third Grade Social Studies PD

Menotomy Day Planning

THE SWEET LIFE
> of 3rd grade <



- ☐ Go around and introduce yourselves
- ☐ Establish roles for teachers in your group
 - Taskmaster: responsible for this checklist and making sure everything gets done
 - Recorder(s): writes notes on the poster paper
 - Timekeeper: keeps the group moving along
 - Reporter(s): will report out to larger group
- ☐ Poster 1- Info gathering (non-Menotomy Day related)
 - List major projects you do, field trips, enrichment activities in social studies
 - Label the person's name/school next to each one so there is a specific person that people can follow up with if they want more info
- ☐ Poster 2- Menotomy Day Around the District
 - Go around and describe what your school already does for Menotomy Day
- ☐ Brainstorm: What would a 'basic shell' of Menotomy Day look like across the district?
- ☐ Poster 3- Essential questions and learning objectives for Menotomy Day (please consult new MA History Content Standards for 3rd grade)
- ☐ Poster 4: Learning experiences and activities to meet the learning objectives you laid out (rough schedule of the day)
- ☐ Prep presentation of posters 3 & 4 to larger group

Local History Resources:

- [Battle of Menotomy](#)
- [Reed Family](#)
- [Squaw Sachem](#)
- [Massachuset](#)
- [Prince Hall/Prince Hall Cemetery](#)
- [Uncle Sam](#)
- [Old Burying Ground](#)
- [Frederic Tudor](#)
- [Old Schwamb Mill](#)

19

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List name Arlington SS Gr 3 sent on April 23, 2018 by Lisyl Rigby; List name Arlington SS Gr 3 sent on April 23, 2018 b... more.

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**Mumbet's Declaration of Independence** by Woelfle, Gretchen
(#5288OD3)**Follett eBook** (multi-user access) — Carolrhoda Books, 2014
Price: \$35.00 \$30.59

In stock.

Unlimited users per copy. Buy one copy per school for unlimited,
simultaneous access to this Follett eBook.

Dewey: 306.3; Int Lvl: K-3; Rd Lvl: 2.7

LEX 640L

Tags: African American Biography Narrative Nonfiction Slavery

Add a note ...

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You already own this item

**Brick by brick** by Smith, Charles R (#0663SS2)**Paperback** — Amistad, an imprint of HarperCollinsPublishers, 2013
Price: \$6.99 \$5.94

Dewey: 975.3; Int Lvl: K-3; Rd Lvl: 3.9

Tags: African American Narrative Nonfiction Slavery U.S. History

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☒ Want 1 | remove☐ First Choice**Benjamin Banneker : pioneering scientist (On My Own:**
Biographies) by Wadsworth, Ginger (#0598NR1)**Paperback** — Millbrook Press, 2003
Price: \$7.00 \$6.79

In stock.

Dewey: 520; Int Lvl: K-3; Rd Lvl: 3.7

LEX 610L; GR O; F&P O

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☒ Want 1 | remove☐ First Choice**Ticktock Banneker's clock** by Keller, Shana (#1094ZB3)**Hardcover** — Sleeping Bear Press, 2016
Price: \$14.04 \$12.44

eligible; In stock.

Dewey: 681.1; Int Lvl: K-3; Rd Lvl: 3.1

LEX 720L

Tags: African American Biography Picture Book

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Paperback — Maloof, Torrey (#1521ZB9)
Price: \$7.99 \$6.79

In stock.

Dewey: 975.5; Int Lvl: K-3; Rd Lvl: 3.8
LEX 580L; GR O; F&P O

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Abigail Adams and the women who shaped America (Primary Source Readers: America's Early Years) by Maloof, Torrey (#1521ZB9)
Paperback — Teacher Created Materials, 2017

Price: \$10.99 \$9.34

In stock.

Dewey: 973.4; Int Lvl: 3-6; Rd Lvl: 4.0
LEX 530L; F&P S

Tags: Biography U.S. History

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Sybil Ludington's Revolutionary War story (Narrative Nonfiction: Kids In War) by Marsico, Katie (#1220GK4)

Paperback — Lerner Publications, 2018

Price: \$9.99 \$8.49

In stock.

Dewey: 973.3; Int Lvl: K-3; Rd Lvl: 4.3
LEX 680L; GR Q; F&P Q

Tags: Narrative Nonfiction U.S. History U.S. Revolutionary War

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The life and times of Pocahontas and the first colonies (First Facts: Life And Times) by Kirkman, Marissa (#1309HB9)

Paperback — Capstone Press, 2017

Price: \$6.95 \$5.91

In stock.

Dewey: 975.501; Int Lvl: K-3; Rd Lvl: 2.9
LEX 560L; F&P P

Tags: Biography Colonial Period Includes Bolded Keywords

Includes Index Includes Maps Includes Phonetic Glossary

Includes Text-Based Questions Includes Words Defined on Page

Native Americans U.S. History

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Tecumseh (Native American Heroes) by LaPlante, Walter (#0768SV3)

Paperback — Gareth Stevens Publishing, 2016

Price: \$6.98 \$5.93

In stock.

Dewey: 977.004973; Int Lvl: K-3; Rd Lvl: 3.2

Tags: Biography Native Americans

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Red Jacket (Native American Heroes) by Nelson, Maria (#0768NV7)

Paperback — Gareth Stevens Publishing, 2016

Price: \$6.98 \$5.93

In stock.

Dewey: 974.7004; Int Lvl: K-3; Rd Lvl: 3.4

Tags: Biography Includes Bolded Keywords Includes Glossary

Includes Index Includes Maps Includes Timelines Native Americans

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Paperback — Mattern, Joanne (#0840KS3)
Price: \$9.96 \$7.70

In stock.

Dewey: 973.3; Int Lvl: 3-6; Rd Lvl: 3.8
LEX GN680L

Tags: [Graphic Novels](#) [U.S. Revolutionary War](#)

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Pocahontas : Indian princess who saved an English colony
(Rookie Biographies) by Mattern, Joanne (#0840KS3)

Paperback — Children's Press, an Imprint of Scholastic Inc., 2015
Price: \$6.44 \$4.34

In stock.

Dewey: 975.5; Int Lvl: K-3; Rd Lvl: 2.8
LEX 550L

Tags: [Biography](#) [Native Americans](#)

Add a note ...

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Sybil Ludington's midnight ride (On My Own: History) by Amstel, Marsha (#0462ND8)

Paperback — Millbrook Press, 2000
Price: \$6.04 \$5.13

In stock.

Dewey: 973.3; Int Lvl: K-3; Rd Lvl: 3.7
LEX 560L; GR N; F&P N

Tags: [U.S. History](#)

Add a note ...

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Benjamin Banneker (Great African Americans (Capstone)) by Martin, Isabel (#0822QP4)

Paperback — Capstone Press, a Capstone imprint, 2015
Price: \$5.95 \$5.06

In stock.

Dewey: 520; Int Lvl: K-3; Rd Lvl: 2.4
LEX 580L

Tags: [African American](#) [Biography](#)

Add a note ...

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What was the first Thanksgiving? (What Was...? (Grosset)) by Holub, Joan (#0879WH4)

Paperback — Grosset & Dunlap, 2013
Price: \$6.29 \$4.50

eligible; In stock.

Dewey: 974.4; Int Lvl: 3-6; Rd Lvl: 4.3
LEX 690L; GR Q

Tags: [Holidays & Traditions](#) [Includes Timelines](#) [U.S. History](#)

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Benjamin Banneker : self-educated scientist (First Facts: STEM Scientists And Inventors) by Simons, Lisa M. B. (#1188ZK1)

Paperback — Capstone Press, a Capstone imprint, 2018
Price: \$7.95 \$6.76

In stock.

Dewey: 520; Int Lvl: K-3; Rd Lvl: 3.2
LEX 590L; F&P P

Tags: [African American](#) [Biography](#)

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Analyze

More options

Update



Native Americans — Capstone Press, a Capstone imprint, 2017
 Price: \$6.95 \$5.91

In stock.

Dewey: 970.004; Int Lvl: K-3; Rd Lvl: 4.4
 LEX 600L; F&P O

Tags: Native Americans U.S. History

Add a note ...



Iroquois (First Peoples) by Bodden, Valerie (#1390KK6)
Paperback — Creative Education, Creative Paperbacks, 2018
 Price: \$9.69 \$7.39

In stock.

Dewey: 974.7004; Int Lvl: K-3; Rd Lvl: 2.2
 LEX 560L

Tags: Native Americans

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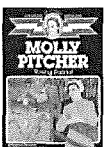
Phoebe the spy by Griffin, Judith Berry (#33264L5)
Paperback — Puffin Books, c1977 p2002
 Price: \$6.14 \$5.22

eligible; In stock.

Dewey: 973.3; Int Lvl: 3-6; Rd Lvl: 4.0
 LEX 650L; F&P R

Tags: U.S. History

Add a note ...

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Molly Pitcher : young patriot (Childhood Of Famous Americans) by Stevenson, Augusta (#04485Y6)
Paperback — Aladdin Paperbacks, c1960 p1986
 Price: \$7.84 \$6.66

Dewey: 973.3; Int Lvl: 3-6; Rd Lvl: 3.4
 LEX 480L; F&P O

Add a note ...

☒ Want 1 remove☐ First Choice

Molly Pitcher, the woman who fought the war (American Legends And Folktales) by Cunningham, Mark (#0769LM5)
Paperback — Cavendish Square, 2014
 Price: \$9.04 \$7.68

In stock.

Dewey: 973.3; Int Lvl: 3-6; Rd Lvl: 4.0
 LEX 670L

Tags: Biography

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The Seminoles of Florida : culture, customs, and conflict (Florida-Primary Source Readers) by Conklin, Wendy (#1443DD4)
Paperback — Teacher Created Materials, 2017
 Price: \$9.99 \$8.49

In stock.

Dewey: 975.9004; Int Lvl: 3-6; Rd Lvl: 3.6
 LEX 670L; F&P U

Tags: My State Native Americans

Add a note ...

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The making of the American flag : Betsy Ross receives a visit from George Washington by Palazzo-Craig, Janet (#15603V5)
Paperback — Rosen, 2004
 Price: \$7.40 \$6.29

In stock.

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Tomochichi : chief and friend (Georgia Primary Source Readers)
by Schwartz, Heather E (#1093QB1)

Paperback — Teacher Created Materials, 2017

Price: \$9.99 \$8.49

In stock.

Dewey: 975.004; Int Lvl: K-3; Rd Lvl: 1.8

LEX 520L; F&P S

Tags: Biography Includes Extension Activities Includes Glossary

Includes Index Includes Maps My State Native Americans

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Mary Musgrove : bringing people together (Georgia Primary Source Readers) by Maloot, Torrey (#1093RB9)

Paperback — Teacher Created Materials, 2017

Price: \$9.99 \$8.49

In stock.

Dewey: 975.004; Int Lvl: K-3; Rd Lvl: 2.2

LEX 350L; F&P O

Tags: Biography Includes Bolded Keywords Includes Extension Activities

Includes Glossary Includes Index Includes Maps My State

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Guiding Principles for Effective History and Social Science Education

Guiding Principle 1

An effective history and social science education teaches students about the legacy of democratic government.

Guiding Principle 2

An effective history and social science education incorporates diverse perspectives and acknowledges that perceptions of events are affected by race, ethnicity, culture, religion, education, gender, gender identity, sexual orientation, disability, and personal experience.

The traditional motto of the United States is “e pluribus unum” – out of many, one. A history and social science education that does justice to the remarkable diversity of our country must tell the histories of individuals and groups, and honor a plurality of life stories while acknowledging our ongoing struggle to achieve a more perfect union. Teaching how the concepts of freedom, equality, the rule of law, and human rights have influenced United States and world history necessarily involves discussions of race, ethnicity, culture, gender, gender identity, sexual orientation, and other characteristics. Effective instruction challenges students to value their own heritage while embracing our common ideals and shared experiences as they develop their own rigorous thinking about accounts of events. Effective instruction celebrates the progress the United States has made in embracing diversity, while at the same time encouraging honest and informed academic discussions about prejudice, racism, and bigotry in the past and present.

Guiding Principle 3

Every student deserves to study history and social science every year, from pre-kindergarten through grade 12. Like learning to read, write, or perform well in any other subject, learning history and social science takes time. An

Guiding Principle 4

An effective history and social science education teaches students to think historically.

Guiding Principle 5

An effective history and social science education integrates knowledge from many fields of study.

Guiding Principle 6

An effective history and social science education builds students’ capacities for research, reasoning, making logical arguments, and thinking for themselves.

Guiding Principle 7

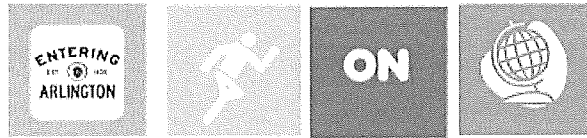
An effective history and social science education improves reading comprehension by increasing students’ content knowledge.

Guiding Principle 8

An effective history and social science education incorporates the study of current events and news/media literacy

Guiding Principle 9

An effective history and social science education teaches students about using data analysis and digital tools as research and presentation techniques in the social sciences.



ARLINGTON RUNS ON HISTORY

*Arlington Public Schools
History & Social Studies Department
5th Grade PD, Tuesday October 23, 2018
Peirce Room 317*

1) General Announcements

- Sign in
- Revised curriculum map
 - Where are we at?
- Common assessment at end of the year, specifically focusing on Constitution & Bill of Rights
 - We will work on writing this at our February PD meeting (multiple choice/short answer)
 - Groups of teachers will follow up to refine and finalize (half day PD release from school)
 - Administration of assessment will be at teacher's discretion in May or June
 - Students will take online so data can be collected/compared for all 7 schools
 - Can be used towards student's grade but that is optional. The goal is to make this low stakes, stress free, and to get a sense of what students know as they leave 5th grade
- Revised MA Frameworks
 - Further changes to 5th grade: depends on what moves to 4th grade (exploration)
 - Early America, Westward Expansion, Civil War---is this even doable w/current schedule?
 - Would have to cut down on all units and do a quick overview
 - Modern Civil Rights Movement?
- Potential new curriculum: Pearson "My World."
 - Currently piloted in 4th grade, may look to pilot next year in 5th grade to replace Social Studies Alive

2) Diverse Narratives

- Rationale: district goal around cultural proficiency, students see their identities in curriculum, get away from the idea that it was only white males who founded the nation, background with Colonial Day
- Work in school-based teams
- Each teacher gets "The Black Regiment"
- Each teacher picks one other book of interest
- Spend some time reading, fill out graphic organizer
- Discuss with group
- Work with your team to plan a lesson/integrate content into your unit
 - Put on big poster paper
 - Learnings

- Potential lesson implementation/ideas

- Share out

3) Wrap Up

- Exit tickets
 - Something you learned
 - Feedback on PD session today
 - Questions you have about common assessment

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Items per page: 25 | 50 | 100

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**1776 : a new look at revolutionary Williamsburg** (New Look) by
Kostyal, K. M (#04751U1)

Hardcover — National Geographic, 2009

Price: \$46.36 \$13.06

In stock.

Dewey: 973.3; Int Lvl: 3-6; Rd Lvl: 7.4

LEX NC1100L

Tags: Colonial Period U.S. History U.S. Revolutionary War

Add a note ...

☒ Want 1 | remove☐ First Choice**Liberty or death : the surprising story of runaway slaves who
sided with the British during the American Revolution** by Blair,
Margaret Whitman (#0988VCX)

FollettBound Glued — National Geographic, 2010

Price: \$20.24 \$17.18

In stock.

Dewey: 973.3; Int Lvl: 5-8; Rd Lvl: 8.5

LEX 1160L

Tags: African American Colonial Period Narrative Nonfiction Slavery

U.S. Revolutionary War

Add a note ...

☒ Want 1 | remove☐ First Choice**Dear Benjamin Banneker** by Pinkney, Andrea Davis (#37576Q1)

Paperback — Voyager Books, c1994 p1998

Price: \$6.00 \$5.94

eligible; In stock.

Dewey: 520; Int Lvl: K-3; Rd Lvl: 5.1

LEX AD1100L; F&P U

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☒ Want 1 | remove☐ First Choice**They called her Molly Pitcher** by Rockwell, Anne F (#35687T6)

Paperback — Dragonfly Books, c2002 p2006

Price: \$6.00 \$5.94

In stock.

Dewey: 973.3; Int Lvl: K-3; Rd Lvl: 5.4

LEX 900L

Tags: Determination (Literary Theme) Heroes

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Hardcover — National Geographic, 2007
Price: \$15.36 \$13.06

In stock.

Dewey: 973.2; Int Lvl: 3-6; Rd Lvl: 6.6

Tags: [U.S. History](#)

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1621 : a new look at Thanksgiving (New Look) by Grace, Catherine O'Neill (#23014M7)

Hardcover — National Geographic Society, 2001

Price: \$15.36 \$13.06

In stock.

Dewey: 394.2649; Int Lvl: 3-6; Rd Lvl: 7.1

LEX 1100L

Tags: [Making Connections \(Comprehension\)](#) [U.S. History](#)

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Life during the Revolutionary War (Core Library: Daily Life In US History) by Hinman, Bonnie (#0794SSX)

Hardcover (library binding) — Core Library, an imprint of Abdo Publishing, 2015

Price: \$23.00 \$19.55

In stock.

Dewey: 973.3; Int Lvl: 3-6; Rd Lvl: 6.0

LEX 830L

Tags: [U.S. History](#) [U.S. Revolutionary War](#)

FREE Teaching Resources available for download.

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Independent dames : what you never knew about the women and girls of the American Revolution by Anderson, Laurie Halse (#06535X0)

Hardcover — Simon & Schuster Books for Young Readers, 2008

Price: \$15.48 \$13.17

In stock.

Dewey: 973.3; Int Lvl: 3-6; Rd Lvl: 6.1

LEX 930L

Tags: [U.S. History](#) [U.S. Revolutionary War](#)

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Independent dames : what you never knew about the women and girls of the American Revolution by Anderson, Laurie Halse (#0591RJ0)

FollettBound Sewn — Simon & Schuster Books for Young Readers, 2008

Price: \$18.81 \$16.67

eligible; **In stock.**

Dewey: 973.3; Int Lvl: 3-6; Rd Lvl: 6.1

LEX 930L

Tags: [U.S. History](#) [U.S. Revolutionary War](#)

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New Spain, 1600-1760s (Hispanic America Set 1) by Hernandez, Roger E (#14902X6)

Hardcover (library binding) — Marshall Cavendish Benchmark, 2009

Price: \$24.70 \$21.00

Dewey: 973.1; Int Lvl: 5-8; Rd Lvl: 7.6

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**Paperback** — Nomad Press, 2015

Price: \$15.46 \$13.14

Dewey: 973.3; Int Lvl: 5-8; Rd Lvl: 6.9

LEX 930L

Tags: Includes Bolded Keywords Includes Charts Includes Content Sidebars

Includes Extension Activities Includes Glossary Includes Index

Includes Infographics Includes Text-Based Questions Includes Websites

U.S. Revolutionary War

FREE Teaching Resources available for download.

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**The Hispanics (We Came To North America)** by Nickles, Greg (#12258L6)**Hardcover (library binding)** — Crabtree, 2001

Price: \$19.00 \$16.15

In stock.

Dewey: 973; Int Lvl: 5-8; Rd Lvl: 5.3

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☒ Want 1 remove☐ First Choice**The Iroquois : the past and present of the Haudenosaunee (Fact Finders: American Indian Life)** by Smith-Llera, Danielle (#0617VW5)**Paperback** — Capstone Press, a Capstone imprint, 2016

Price: \$7.95 \$6.76

In stock.

Dewey: 974.7004; Int Lvl: 3-6; Rd Lvl: 6.0

F&P U

Tags: Change Over Time (Subject) Native Americans U.S. History

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☒ Want 1 remove☐ First Choice**Rebel with a cause : the daring adventure of Dicey Langston, girl spy of the American Revolution (Encounter: Narrative Nonfiction Picture Books)** by Kudlinski, Kathleen V (#1299QB9)**Paperback** — Capstone Young Readers, a Capstone imprint, 2016

Price: \$7.95 \$6.76

In stock.

Dewey: 973.3; Int Lvl: 3-6; Rd Lvl: 3.8

F&P S

Tags: Biography U.S. Revolutionary War

Add a note ...

☒ Want 1 remove☐ First Choice

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**The untold story of the Black regiment : fighting in the Revolutionary War (What You Didn't Know About The American Revolution)** by Burgan, Michael (#0732WS3)**Paperback** — Compass Point Books, a Capstone imprint, 2015

Price: \$8.95 \$7.61

eligible; In stock.

Dewey: 973.3; Int Lvl: 5-8; Rd Lvl: 7.0

LEX 1070L; F&P V

Tags: U.S. Revolutionary War

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**Courageous children and women of the American Revolution--through primary sources (American Revolution Through Primary Sources)** by Micklos, John (#0924EH9)**Paperback** — Enslow Publishers, Inc., 2013

Price: \$9.00 \$7.65

In stock.

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tags: Includes Primary Sources U.S. History U.S. Revolutionary War

Add a note ...



American Indians and African Americans of the American Revolution--through primary sources (American Revolution Through Primary Sources) by Micklos, John (#0923ZH5)

Paperback — Enslow Publishers, Inc., 2013

Price: \$7.05 \$6.76

Publisher out of stock. This item is scheduled to be available on October 4, 2019.

Dewey: 973.3; Int Lvl: 5-8; Rd Lvl: 5.3

LEX 730L; GR S

Tags: African American Includes Primary Sources Native Americans

Add a note ...

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Iroquois (Haudenosaunee) (Spotlight On Native Americans) by Rhodes, Wendell (#0950ZY1)

Paperback — PowerKids Press, 2016

Price: \$10.04 \$8.53

Dewey: 974.7004; Int Lvl: 3-6; Rd Lvl: 7.4

LEX 980L

Tags: Native Americans

Add a note ...

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The American Revolution : frontline soldiers and their families (Frontline Families) by Howell, Sara (#0986MV7)

Paperback — Gareth Stevens Publishing, 2016

Price: \$11.00 \$10.19

In stock.

Dewey: 973.3; Int Lvl: 5-8; Rd Lvl: 7.6

Tags: U.S. Revolutionary War

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Who was Betsy Ross? (Who Was...? (Grosset)) by Buckley, James (#0532KP2)

Paperback — Grosset & Dunlap, an imprint of Penguin Group (USA) LLC, 2014

Price: \$5.20 \$4.50

eligible; In stock.

Dewey: 973.3; Int Lvl: 3-6; Rd Lvl: 5.6

LEX 840L; GR R

Tags: Biography

FREE Teaching Resources available for download.

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Crispus Attucks and African American patriots of the American Revolution (Spotlight On American History) by Siddons, Brian (#0541LW6)

Paperback — PowerKids Press, 2016

Price: \$8.65 \$7.27

eligible; In stock.

Dewey: 973.3; Int Lvl: 3-6; Rd Lvl: 5.4

LEX 810L

Tags: African American Biography U.S. Revolutionary War

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Paperback — Capstone, 1993, a Capstone imprint, 2010
 Price: \$8.40 \$6.89
 eligible; In stock.
 Dewey: 973.3; Int Lvl: 3-6; Rd Lvl: 6.2
 LEX 840L; F&P U
 Tags: [Biography](#) [U.S. Revolutionary War](#)
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- Black patriots in the American Revolutionary War : the untold story** by Cabral, Patrick G (#0791SZ8)
Paperback — Embracing Legacy, LLC, 2015
 Price: \$19.98 \$16.98
 In stock.
 Dewey: 973.3; Int Lvl: 3-6; Rd Lvl: 6.9
 Tags: [African American](#) [Includes Glossary](#) [Includes Index](#)
[Includes Timelines](#) [U.S. History](#) [U.S. Revolutionary War](#)
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- Latino-American history. [5-item set]** (#0577UE9)
Hardcover — Chelsea House, 2007
 Price: \$175.00 \$148.75
 Dewey: 973; Int Lvl: 5-8; Rd Lvl: 8.0
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☐ **First Choice**
- The role of women in the American Revolution : history picture books.** (#1560DL6)
Paperback — Baby Professor, 2017
 Price: \$9.69 \$8.24
 eligible; In stock.
 Dewey: 973.3; Int Lvl: 3-6; Rd Lvl: 5.0
 Tags: [U.S. History](#)
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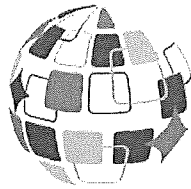
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Straight from the Source

Close Readings for Elementary Social Studies

Music Migrates from Africa (Instrumental Traditions)



Grade Level: 2

MA Standards: 2.7 Describe traditional music of the place they came from; 2.8 Give examples of traditions or customs from other countries that can be found in America today.

Common Core Standards: RI.2.1,
RI.2.4, RI.2.6; W.2.1, W.2.2

Image Source: *The Banjo Lesson*, Henry Ossawa Tanner (1893), Hampton University Museum, Wikimedia Commons:
http://en.wikipedia.org/wiki/File:Henry_Ossawa_Tanner_-_The_Banjo_Lesson.jpg

Abstract:

Students do a close reading of an informational text about banjos and xylophones, two musical instruments that originated in Africa and were re-created in the Americas by African peoples, contributing to the development of American musical culture. Skills include identifying the main point, finding evidence for claims, and using contextual clues to understand cause and effect. Students consider evidence from other sources – such as photographs, a painting, and videos of musical performance – to better understand the crafting and playing of instruments and their role in culture. Common Core writing prompts for opinion and explanatory writing are provided, with a list of academic vocabulary.



**PRIMARY
SOURCE**

Straight from the Source

Close Readings for Elementary Social Studies

Latino Migrations: Sharing Cultures, Sharing Countries



Image Source: Illustration copyright 2013 by David Diaz. Used with permission by Charlesbridge Publishing, Inc., 85 Main Street, Watertown, MA, 02472, (617) 926-0329.
www.charlesbridge.com

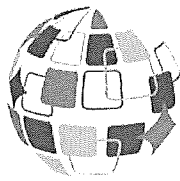
Grade Level: 2

MA Standards: Give examples of traditions or customs from other countries that can be found in America today; Identify and describe well-known events in different countries from which students' families come and explain why they are important.

Common Core Standards: RI.2.6; RL.2.3; RL.2.10; W.2.1; W.2.2

Abstract:

Students read a narrative poem in the voice of a Dominican boy and an accompanying informational text explaining the transnational lives and cultures of many Latinos in the U.S. Students practice reading for main themes and analyzing language, then relate these sources to extension literary, geographical and folk arts sources that illuminate Latino perspectives and cultures. Writing prompts are provided for Common Core text types, as well as an academic vocabulary list.



PRIMARY SOURCE

Straight from the Source Close Readings for Elementary Social Studies

Colony and State Laws Preventing the Education of Slaves

The Revised Code
OF THE
LAWS OF VIRGINIA :
BEING
A COLLECTION OF ALL SUCH ACTS
OF THE
GENERAL ASSEMBLY,
OF A PUBLIC AND PERMANENT NATURE, AS ARE NOW IN FORCE;
WITH A GENERAL INDEX.

Grade Level: 5

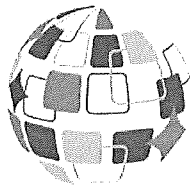
MA Standards: 5.12 Describe the harsh conditions of slave life, and the response of slaves to their conditions.

Common Core Standards: RI.5.1; RI.5.3; RI.5.5; RI.5.9 (depending on how the sources are used); W5.1, W5.2

Image Source: The Revised Code of the Laws of Virginia (1819), https://books.google.com/books/about/The_Revised_code_of_the_laws_of_Virginia.html?id=TDIwAAAAYAAJ

Abstract:

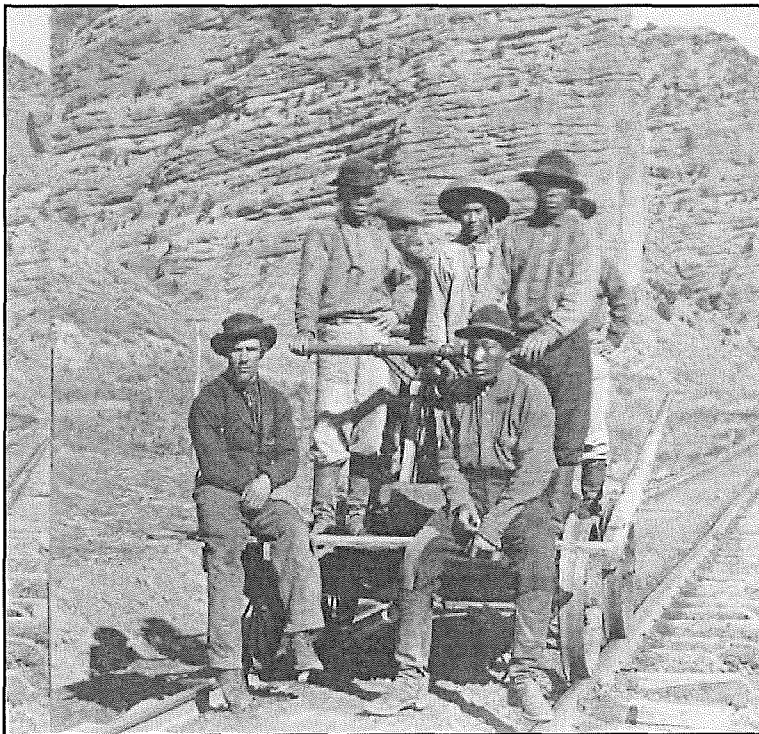
Students read the text of 18th and 19th century laws from South Carolina and Virginia that prohibit teaching slaves to read and write. They also read an excerpt from a Frederick Douglass autobiography where he describes how as an enslaved boy he learned to read despite such prohibitions. After exploring the style and meaning of legal language, they practice making inferences about the historical context and examine severe slave laws from the North. A vocabulary list and writing prompts tied to Common Core standards are provided.



PRIMARY SOURCE

Straight from the Source Close Readings for Elementary Social Studies

Geography of the West: The Life of a Chinese Immigrant



Grade Level: 4

MA Standards: 4.9 On a map of North America, locate the current boundaries of the United States. (Pacific States).

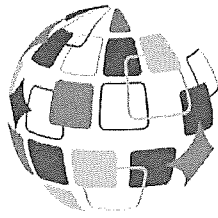
4.11 Describe the climate, major physical features, and major natural resources in each region.

Common Core Standards: RI.4.5;
W.4.1

Image Source: Chinese workers on the Union Pacific Railroad, c 1867. Calisphere.
<http://content.cdlib.org/ark:/13030/hb9r29p03d/?order=1>

Abstract:

Students closely read an excerpt from the biography of Lee Chew to better understand what it was like for Chinese immigrants who settled in the western region of the United States in the late 19th century. They examine the text in connection with other texts and visuals to consider how immigration, the railroad, and the gold rush influenced the development of the west. Students practice using textual evidence to support claims. Writing prompts are provided for the Common Core text types, as well as an accompanying academic vocabulary list.



PRIMARY SOURCE

Straight from the Source Close Readings for Elementary Social Studies

Geography of the Southwest: Significance of the Grand Canyon to Native Peoples



Grade Level: 4

MA Standards: 4.12 Identify and describe unique features of the United States (Grand Canyon).

4.15 Describe the diverse nature of the American people by identifying the distinctive contributions to American culture of indigenous peoples in different areas of the country.

Common Core Standards: RI.4.1;
RI.4.2; RI.4.4; RI.4.5; RI.4.7; W.4.1;
W.4.2

Image Source: "The Chasm of the Colorado," Thomas Moran. Smithsonian American Art Museum.
<http://americanart.si.edu/collections/search/artwork/?id=17814>

Abstract:

Students closely read excerpts from a National Park Service Cultural Landscape Report on Grand Canyon National Park to better understand traditional Native American beliefs about the Grand Canyon and consider how cultural traditions influence the preservation and stewardship of natural resources. Students practice identifying main ideas and synthesizing multiple narratives. Writing prompts are provided for the Common Core text types, as well as an accompanying academic vocabulary list.

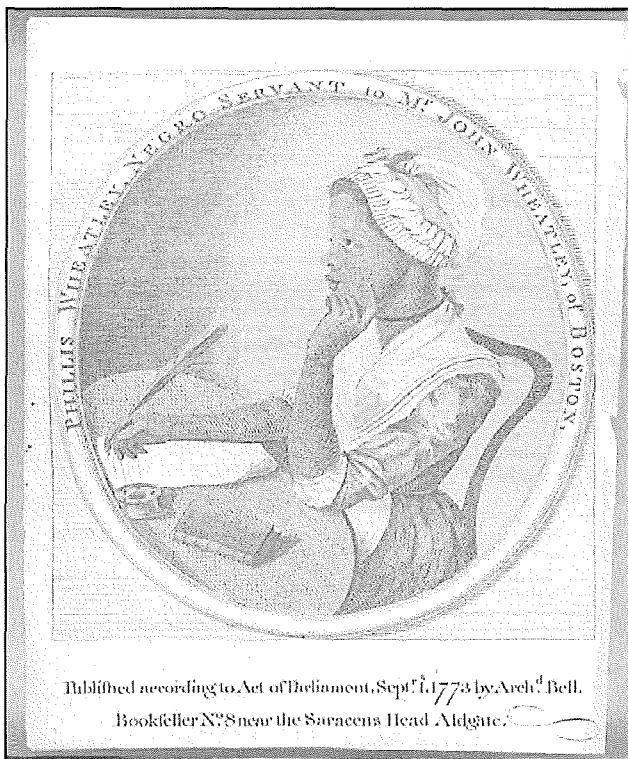


PRIMARY SOURCE

Straight from the Source

Close Readings for Elementary Social Studies

Biography of a Young African American Author: Phillis Wheatley



Grade Level: 3

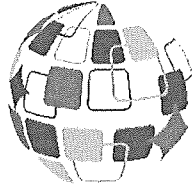
MA Standards: After reading a biography of a person from Massachusetts, summarize the person's life and achievements.

Common Core Standards: RI. 3.2, RI.3.4, RI.3.7, RI.3.8, RI.3.9; W.3.1, 3.2

Image Source: Library of Congress. "A Voice of Her Own." *American Treasures of the Library Congress Online Exhibition*.
<http://www.loc.gov/exhibits/treasures/images/u003921.jpg>

Abstract:

Students read a brief biography of Phillis Wheatley, an enslaved West African child who became an accomplished poet and free woman in 18th century Massachusetts. They consider the genre of biography and what makes a life story notable, while gaining a broader perspective on the African American struggle for freedom in a revolutionary era. Students compare the written text with a visual portrait of Wheatley, and decipher lines of her poetry, integrating information from multiple sources and source types. Writing prompts are provided for the Common Core text types, as well as an accompanying academic vocabulary list.



PRIMARY SOURCE

Straight from the Source Close Readings for Elementary Social Studies

Wampanoag Appeal to Colonists for Land Rights



Grade Level: 3

MA Standards: Identify the Wampanoag and their leaders.

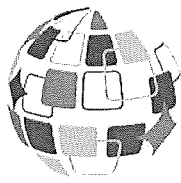
Common Core Standards: RI.3.2;
W.3.1

Image Source: Massachusetts Archives Collection, v. 32 p. 277, Petition to the General Court from the Mashpee Indians regarding abuses by their English neighbors in English, June 11, 1752. SC1/series 45X. Massachusetts Archives. Boston, Massachusetts.

Courtesy of the Massachusetts Archives.

Abstract:

Students read excerpts from a petition written by Mashpee Wampanoag Indians in the mid-18th century, outlining their claims to the land and demanding just treatment by the English colonists. Students locate Wampanoag lands, and those of other New England native people, on a historic map. They think about persuasive speech and consider how Indian people used their own written language as a tool for expressing grievances. Writing prompts are provided for the Common Core text types, as well as an accompanying academic vocabulary list.



**PRIMARY
SOURCE**

Straight from the Source

Close Readings for Elementary Social Studies

I.M. Pei: A Chinese American Architect



Grade Level: 2

MA Standards: Identify and describe well-known sites or landmarks in countries from which students' families come and explain why they are important; After reading true stories about individuals recognized for their achievements, describe and compare different ways people have achieved great distinction.

Common Core Standards: RI.2.1, RI.2.4, RI.2.6; W.2.1, W.2.2

Image Source: Victor Orlewicz, courtesy Pei Cobb Freed & Partners. Used with permission.

Abstract:

Students engage in a close reading of a biography of I.M. Pei designed to highlight his Asian origins, the famous Chinese landmarks that influenced his work, and his achievements as an architect in Boston and around the world. They use contextual clues to comprehend important words and terms in the text, and consider choices the author made in including particular elements in the biography such as quotations and examples. Students consider the text in relation to images of Pei's work and the Chinese influences upon it in order to better understand the textual information. Writing prompts are provided for Common Core opinion and explanatory writing, as well as an accompanying academic vocabulary list.

Arlington High School
History & Social Studies Department
Modern World History Curriculum Revision 2018-2019
WORKING VERSION



| Unit | Days | Essential Questions | Anchor Texts | Learning Experiences & Assessments |
|--|----------------------------------|--|--------------|---|
| Thinking Like a Historian/Global Citizenship | 10 | <ul style="list-style-type: none"> - How do you think like historians? - What does it mean to be a global citizen? - | | <ul style="list-style-type: none"> • <u>Kristin's "History Mystery" Activity</u> • <u>SHEG Thinking Like a Historian- Sourcing Activity</u> • <u>SHEG Source Corroboration Activity</u> • <u>Historical Values Activity</u> |
| Enlightenment/French Revolution [Napoleon (1 day)] Supplementary Units: ¹ (Arab Spring, Haitian, Iranian etc.) | 12 for French 5 for supp. | <ul style="list-style-type: none"> - What is a revolution? - How are the Enlightenment and the concept of revolution connected? - What causes revolutions? - What are the consequences of revolutions? - Do the outcomes of a revolution justify the processes to get there? - How do we evaluate the success of a revolution? | | <ul style="list-style-type: none"> • Who gets the bread? Argument or character profile (to be beheaded) project • <u>Teaching guide to Egalite for All</u> (Haitian Revolution) |

¹ Teachers choose one supplementary unit of their choice

² Can cutback

| | | | | |
|---|----|---|--|---|
| Industrial Revolution (Rise of New Industry around the world today, Capitalism/Communism) | 15 | | | <ul style="list-style-type: none"> ● Factory simulation ● Create your own invention project ● Tournament of inventions ● <i>China Blue</i> documentary ● Rock, Paper, Scissors communism/capitalist simulation |
| Imperialism Supplementary: (Rwanda, Apartheid?) | 15 | - What are the effects of Imperialism on previously colonized regions/people? | | <ul style="list-style-type: none"> ● Scramble for Africa ● Auction intro activity ● <u>Long Night's Journey Into Day</u> (film) |
| WWI ² Supplementary: (German/Italian unification, Russian Rev., Armenian Genocide) | 12 | | | |
| Interwar (Global depression and the rise of totalitarianism) (Nazi Germany, Rise of Fascism, Rape of Nanking) | 10 | - How are dictators democratically elected? | | |
| WW2 ² (and the Holocaust) & Cold War (Background) | 15 | - | | <ul style="list-style-type: none"> ● <u>Cold War Overview Map Activity</u> ● <u>Butter Battle</u> |
| China (Communist Revolution through Today) | 8 | | | <ul style="list-style-type: none"> ● <u>To Live</u> (film) |

| | | | | |
|--|--|--|--|---|
| <p>Modern Case Studies²</p> <p>Required: Israel/Palestine</p> <p>(Modern Asia/Latin America)</p> <ul style="list-style-type: none"> • Brazil • Mexico • Cuba • Afghanistan • India • Iran • North Korea • Turkey • Syria | <p>10 - I/P</p> <p>10- Student Run</p> | | | <ul style="list-style-type: none"> • <u>Denny Israel Unit</u> • Teacher led unit on I/P Conflict with Student led projects on countries |
| <p>Current Events (if time)</p> <ul style="list-style-type: none"> • Climate Change • Migration • Pop culture • Terrorism • Nuclear Weapons • International Trade • UN | <p>Remainder</p> | | | |
| <p>Research Assignment</p> | <p>TBD</p> | | | |
| <p>Final Assessment</p> | <p>Modern World History Final Exam: 50 multiple choice questions (common based on required units), other half of final exam at teacher's discretion (project, Harkness discussion, debate, video, essay)</p> | | | |

Topics to Consider Integrating:

- Modern Middle East

² All of these have Choices units associated with them

- Israel/~~Palestine~~
- Arab Spring
- Modern Asia
 - Tiananmen Square
 - North Korea
- Modern Central/South America
 - Cuba
 - Brazil
 - Mexico
- Modern Africa
 - Legacy of Colonization
 - Apartheid
 - Rwanda
- Contemporary Issues:
 - Globalization
 - Technology
 - Terrorism
 - Migration & Human Rights
 - Darfur
 - Rohingya
 - Syria

'Fun' ideas for research:

- Has Airbnb helped or hindered tourism throughout Europe?
- What are the positive and negative effects of tourism in developing nations?
- What impact has K Pop had on the way Korea has exported its culture and shaped its image?
- Is North Korea really as dangerous as people think it is?
- How have sports eased or exacerbated nationalist tensions throughout Europe?



RESOURCES for GENDER & WOMEN'S HISTORY

Primary Source

2018

URL: <https://goo.gl/X5xTi9>

WORLD HISTORY/GLOBAL STUDIES

Gifts of Speech: Women's Speeches from Around the World—Sweet Briar College

<http://gos.sbc.edu/>

Currently 700 speeches, full transcripts, from prominent women around the world; some can only be found here. Search by name or historical era. An example of activist archival work from the committed librarians of a women's college.

Women in World History—Center for History and New Media, George Mason

University <http://chnm.gmu.edu/wwh/>

Over 200 primary sources with lesson plans and background material. The site was created with an undergraduate college audience as primary, but some topics are an excellent fit for high school world history courses, and secondary-level lesson ideas are included.

Women in World History Curriculum--

<http://www.womeninworldhistory.com/classic.html>

Public historian Lyn Reese's lively, K-12 oriented website on global women's history. Extensive and impressive, based on archival research from around the globe. Primary Source has some of the published versions in our resource collection. Website looks dated but the material is excellent—research-based and professionally presented.

Artistic Representation of Women in Western Art— Boston University

<http://blogs.bu.edu/guidedhistory/historians-craft/katryna-santacruz/>

Bridging World History—Annenberg Learner; Unit 13: Family and Household

http://www.learner.org/courses/worldhistory/unit_main_13.html

Learning units for teachers with readings, videos and primary sources. Addresses history of family structure in three cultures: China, Europe, and early Islamic civilizations.

Slavery Images <http://slaveryimages.org/>

An immense searchable database from the Virginia Foundation for the Humanities and University of Virginia. Search under women, gender, or more specific topics.

Visualizing Cultures, MIT

<https://ocw.mit.edu/ans7870/21f/21f.027/home/index.html>

A collection of powerful image-based units and clusters about Asian cultures and histories, driven by a world history approach. Art of the Japanese cosmetic industry in mid 20th c. pairs well with studies of the flapper and consumer culture in US and Europe.

Global Oneness Project— <https://www.globalonenessproject.org/>

Lesson plans and a library of free and excellent multimedia stories (photos, short films and articles); intended to help students and others explore cultural, environmental and social issues around the world through a humanistic lens.

Five Lesson Plans to Celebrate Women's History Month from the Pulitzer Center

http://pulitzercenter.org/builder/lesson/5-lesson-plans-celebrate-womens-history-month-24157?utm_source=email&utm_medium=educationnewsletter&utm_campaign=3072018

Richly detailed and powerful lesson plans, co-created by working journalists and K-12 teacher specialists. Unique primary sources include photos, videos, poetry, blog posts, etc.

Susan Whitfield, *Life Along the Silk Road*.

ANCIENT HISTORY

Women and Gender in Ancient Egypt

<http://exhibitions.kelsey.lsa.umich.edu/galleries/Exhibits/WomenandGender/title.html>

Online exhibit from University of Michigan's museum. You might be cautious about sending students there directly due to unfiltered material on sexuality.

Diotima: Materials for the Study of Women and Gender in the Ancient World

<http://www.stoa.org/diotima/about.shtml>

Enormous collaborative anthology of translated texts, compiled by scholars, and an images database.

Women in the Ancient World <http://www.womenintheancientworld.com/index.htm>

Scholar-created but accessible website w/ appealing topics such as Women's Clothes in Ancient Egypt, etc. For civilizations of Egypt, Rome, Athens, Israel & Babylonia.

Women in World History Curriculum

<http://www.womeninworldhistory.com/classic.html>

Public historian Lyn Reese's lively, K-12 oriented website on global women's history. Extensive and impressive, based on archival research from around the globe. Website looks dated but the material is excellent—research-based and professionally presented.

Women in Classical Greece from the Metropolitan Museum

http://www.metmuseum.org/toah/hd/wmna/hd_wmna.htm

Bridging World History—Annenberg Learner; Unit 13: Early Belief Systems

http://www.learner.org/courses/worldhistory/unit_main_5.html

Learning units for teachers with readings, videos and primary sources. Covers the transition from matristic to patriarchal religious structures.

"The Three Abrahamic Religions and Their Image of Woman," Modern Diplomacy

http://moderndiplomacy.eu/index.php?option=com_k2&view=item&id=1447:the-three-abrahamic-religions-and-their-image-of-woman&Itemid=678

Teaching the History of Women in the Middle East and North Africa

<https://www.historians.org/publications-and-directories/perspectives-on-history/november-2012/teaching-womens-history/teaching-the-history-of-women-in-the-middle-east-and-north-africa>

Blog post from American Historical Association newsletter.

Women's Roles in Ancient Civilizations : A Reference Guide / edited by Bella Vivante. Westport, Conn. : Greenwood Press, 1999. 389pp.

Recent discoveries and research have led to exciting insights into the great variety of ways in which women contributed to ancient cultures. This reference work, designed for student research, features lengthy essays and a wealth of new information about women's roles in twelve ancient civilizations around the world--China, India, Japan, Mesopotamia, the Levant, Egypt, West Africa, Greece, Rome, the Maya, the Inca, and Native North America.

I Will Not Bow My Head: Documenting Women's Political Resistance in World History by Lyn Reese (1995; print curriculum.)

--See *Female Fury in the Forum* and *Sor Juana* lessons.

UNITED STATES HISTORY

National Women's History Museum—Students and Educators page

<https://www.nwhm.org/students-and-educators/resources>

Biographies, lesson plans, primary sources, short overview articles, posters, and more. Search by topic, theme or resource type. (Includes topics "Colonial Era" and "Early Republic")

Women's History Resources--Teachinghistory.org (George Mason Center for History and New Media)

<http://teachinghistory.org/spotlight/womens-history/learning-resources>

Exciting, diverse collection of US women's history links from one of our best "go to" social studies curriculum organizations. Topics (with primary sources) include whaling (diary of a young girl and her family on a New Bedford whaling expedition); women in the Civil War; a female midwife of the 18th century; the life of a woman scientist; witch trials; and dozens of others.

The Elizabeth Murray Project: A Resource Site for Early American History

<https://web.csulb.edu/projects/elizabethmurray/EM/collection.html>

This NEH-funded site uses the life of one woman to tell a much broader story about gender and social change during the American Revolution. Digitized primary sources (with enlargement function), lesson plans, and good context readings, including student-friendly versions. Can use with the study of colonial shopkeepers and occupations; roles of men and women; and 18th century political and social life; economic history of the New England colonies, Tories and Patriots, and much more!

Women's Suffrage—Primary Source Set and Teacher's Guide from Library of Congress

<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/womens-suffrage/>

Women and Social Movements in the U.S., 1600-2000—SUNY Binghamton

<http://womhist.alexanderstreet.com/>

Click! The Ongoing Feminist Revolution <https://www.cliohistory.org/click/>

A brand-new scholar-created project of feminist historians, documenting second-wave feminist history. Organized around three areas of struggle in second wave feminism: "Politics and Social Movements; Body and Health; Workplace & Family." Excellent interactive timeline for each section with embedded documents and text excerpts, such as a sample segment from *The Feminine Mystique* or a speech by Shirley Chisholm.

The concise original introductory essays are great for teacher background, and they will take you much further than the typical online overviews of second wave feminism. Because documentary filmmakers were the founders, they got permission to use many amazing short film clips.

History Unerased <https://unerased.org/>

A leading organization supporting teachers with the integration of LGBTQ history (U.S. focused primarily). Many of their resources are modestly priced rather than free; but more sample curriculum units will be posted soon.

Teaching Chicana History

<https://www.historians.org/publications-and-directories/perspectives-on-history/november-2012/teaching-womens-history/teaching-chicana-history>

ARTICLES/READINGS

June Hannam, "Women's History, Feminist History,"

http://www.history.ac.uk/makinghistory/resources/articles/womens_history.html

"Where Are the Women? A Report on the Status of Women in the United States Social Studies Standards," The National Women's History Museum

<https://www.nwhm.org/social-studies-standards>

Maureen Costello, "The Trouble with Women's History Month," Teaching Tolerance Blog (March 10, 2016)

<https://www.tolerance.org/magazine/the-trouble-with-womens-history-month>

Nancy F. Cott and Drew Gilpin Faust, "Recent Directions in Gender and Women's History," *OAH Magazine of History* (March 1, 2005).

Making the Framework FAIR: A Report of the (California) Committee on LGBT History (2014) excerpts

<http://clgbthistory.org/wp-content/uploads/2010/09/Making-the-Framework-FAIR-FINAL.pdf>

Evidence Cover Sheet for District Goals

Social Emotional Learning (SEL)

Directions: Click on the link for the language that you submitted last spring: [18-19 District Goals](#). In addition, here are the links to the [Transferable Skills](#) and [Vision of Student and Learner and Global Citizen](#).

Goal 2.1

Professional learning for educators will reinforce targeted components of the academic curriculum, social emotional competencies and pedagogy, and will emphasize culturally responsive and data-informed instructional practices that support student learning and growth.

District Goal/Rationale:(How does this connect to the language in goal objective 2.1? More specifically, how does it connect to transferable skills, district's vision of student as learner, and align with state standards?)

Massachusetts state standards in SEL had not been introduced or trained in APS beyond the Preschool. This work will align educators with the [MA standards in SEL and APL](#). Prek hadn't embedded SEL competencies into their scope and sequence concurrently with the building of the pyramid model.

Social Emotional Learning Standards

SELF-AWARENESS

Standard SEL1: The child will be able to recognize, identify, and express his/her emotions.

Standard SEL2: The child will demonstrate accurate self-perception.

Standard SEL3: The child will demonstrate self-efficacy (confidence/competence).

SELF-MANAGEMENT

Standard SEL4: The child will demonstrate impulse control and stress management.

SOCIAL AWARENESS

Standard SEL5: The child will display empathetic characteristics.

Standard SEL6: The child will recognize diversity and demonstrate respect for others.

RELATIONSHIP SKILLS

Standard SEL7: The child will demonstrate the ability to communicate with others in a variety of ways. **Standard SEL8:** The child will engage socially, and build relationships

with other children and with adults. **Standard SEL9:** The child will demonstrate the ability to manage conflict.

Standard SEL10: The child will demonstrate the ability to seek help and offer help.

RESPONSIBLE DECISION MAKING

Standard SEL11: The child will demonstrate beginning personal, social, and ethical responsibility. **Standard SEL12:** The child will demonstrate the ability to reflect on and evaluate the results of his or her actions and decisions.

The Standards for Approaches to Play and Learning present objectives in eight areas: Initiative, Curiosity, Persistence and Engagement, Creativity, Cooperation, Problem Solving, Organization Skills, and Memory.

Approaches to Play and Learning Standards

Standard APL1: The child will demonstrate initiative, self-direction, and independence.

Standard APL2: The child will demonstrate eagerness and curiosity as a learner.

Standard APL3: The child will be able to maintain focus and attention, and persist in efforts to complete a task.

Standard APL4: The child will demonstrate creativity in thinking and use of materials.

Standard APL5: The child will cooperate with others in play and learning.

Standard APL6: The child will seek multiple solutions to a question, task, or problem.

Standard APL7: The child will demonstrate organizational skills.

Standard APL8: The child will be able to retain and recall information.

Action: (What is the action?)

The Director of SEL and Preschool Director met to review the training process for the preschool staff and to align the standards work with the Pyramid goals.

Kindergarten staff met numerous times during early release dates to become more comfortable with the standards and the application of the work within culturally proficient and responsive environments.

Progress:

Pre Kindergarten: Staff and leadership met numerous times throughout the summer and school year to deepen and apply the work of the Pyramid model. Training with a Pyramid facilitator had begun in previous years for all staff and paraprofessionals and continued through this year. The curriculum map was revised and aligned to ensure complete and developmentally appropriate integration of SEL standards with preK goals.

Kindergarten: Kindergarten teachers and paraprofessionals met a number of times to receive a comprehensive training in the Massachusetts Standards in Social Emotional Learning and Approaches to Play and Learning.

1st Grade: First grade teachers received an introductory training on the SEL competencies, state guidance and state standards in addition to information regarding successful culturally responsive and proficient practices to further SEL skills with their students.

Evidence:

Linked above: Curriculum Map PreK

Linked here: PD Calendar

MPS CURRICULUM PACING GUIDE

2019-2020

SEPTEMBER 2019

Color: ALL COLORS

Focus on Core Values: We are Kind, We are Safe, We are Engaged

SEL7-10: Relationship Skills

APL 2: Demonstrate eagerness and curiosity as a learner

| | |
|---------------------|---|
| Week of 9/9 | Second Step Week 1 Welcoming Pyramid Week 1 |
| Week of 9/16 | Second Step Week 2 Listening Building Blocks Week 1 Math is numbers, shapes and patterns HWOT Week 1 (pg. 230) Pyramid Week 2 |
| Week of 9/23 | Second Step Week 3 Focusing Attention Building Blocks Week 2 Introductory Counting HWOT Week 2 (pg. 230) Pyramid Week 3 |

OCTOBER 2019

Color: Orange

SEL 11-12: Responsible Decision Making APL7-8: Demonstrate organizational skills & be able to retain and recall information

Social Thinking Theme: Thinking Thoughts and Feeling Feelings

| | |
|---|--|
| Week of 9/30 (Mon off) | Second Step September Roundup Building Blocks Week 3 Counting and producing small groups HWOT Week 3 (pg. 230) Pyramid Week 4 |
| Week of 10/7 (Wed off) | Second Step Week 4 Self Talk Building Blocks Week 4 Matching shapes HWOT Week 4 (pg. 230) Pyramid Week 5 |
| Week of 10/14 (Mon off) | Second Step Week 5 Following Directions Building Blocks Week 5 Recognizing 2 dimensional shapes HWOT Week 5 (pg. 230) Pyramid Week 6 |
| Week of 10/21 | Second Step 6 Asking for What You Need or Want Building Blocks Week 6 Counting small groups of objects HWOT Week 6 (pg. 230) Pyramid |
| Week of 10/28 Wed - Wear Orange & Orange Objects Fri - Prof Dev, no students | Second Step Skills for Learning Roundup Building Blocks Week 7 Counting to find out "How Many?" HWOT Week 7 (pg. 230) Pyramid |

NOVEMBER 2019

Color: BROWN

SEL 1-3: Self Awareness

APL 1: Demonstrate initiative, self-direction and independence

Social Thinking Theme: Thinking Thoughts and Feeling Feelings

| | |
|--|--|
| Week of 11/4 | Second Step Week 7 Identifying Feelings (Happy, Sad) Building Blocks Week 8 Counting, 1:1 correspondence, comparing number, subitizing HWOT Week 8 (pg. 230) Pyramid |
| Week of 11/11 (Mon off) | Second Step 8 Identifying Feelings (Surprised/Scared) Building Blocks Week 9 Naming, describing and matching shapes HWOT Week 9 (pg. 232) Pyramid |
| Week of 11/18 | Second Step Week 9 Identifying Anger Building Blocks Week 10 Recognizing, naming & sorting shapes HWOT Week 10 (pg. 232) Pyramid |
| Week of 11/25 Wed- ½ day, Th/F off Wed - wear Brown & Brown Objects | CATCH UP WEEK |

DECEMBER 2019

Color: Green

SEL 5-6: Social Awareness

**APL 5-6 : Cooperate with others in play and learning &
Seek multiple solutions to a question, task or problem**

Social Thinking Theme: Group Plan / Body in the Group

| | |
|---|---|
| Week of 12/2 | Second Step Week 10 Same or Different Feelings Building Blocks Week 11 Counting, reading numerals, connecting numerals to quantities, comparing amounts and numbers HWOT Week 11 (pg. 232) Pyramid |
| Week of 12/9 | Second Step Week 11 Accidents Building Blocks Week 12 Counting objects to 10, numeral recognition, sorting and classifying HWOT Week 12 (pg. 232) Pyramid |
| Week of 12/16 W - Wear GREEN & GREEN Objects | Second Step Week 12 Caring and Helping Building Blocks Week 13 Counting, ordering numbers and lengths, patterning HWOT Week 13 (pg. 232) Pyramid |
| Week of 12/23 | HOLIDAY BREAK No School |

JANUARY 2020

Color: WHITE

SEL 4: Self Management

APL 3-4: Maintain focus and attention, and persist in efforts to complete a task & demonstrating creativity in thinking and use of materials

Social Thinking Theme: Belly Breathing- Calming Strategies

| | |
|---|--|
| Week of 12/30 (M/T/W off) | Catch Up Days |
| Week of 1/6 | Second Step Empathy Round Up Building Blocks Week 14 Shape identification, matching, shapes in the environment HWOT Week 14 (pg. 232) Pyramid |
| Week of 1/13 | Second Step Week 13 We Feel Feelings In Our Bodies Building Blocks Week 14 (cont) /15 (begin) Above and adding and subtracting numbers HWOT Week 15 (pg. 232) Pyramid Booster Shot of Core Values/ Expectations |
| Week of 1/20 (Mon off) | Second Step Week 14 Strong Feelings (Frustrated) Building Blocks Week 15 see above HWOT Week 16 (pg. 232) Pyramid |
| Week of 1/27 Wed - Wear WHITE & White OBJECTS | Second Step Week 15 Name Feelings Building Blocks Week 16 Patterning, Counting HWOT Week 17 (pg. 234) Lively Letters Introduce Quiet/Noisy sounds Pyramid |

FEBRUARY 2020

Color: RED

SEL 4: Self- Management

**APL 6 & 8: Seek multiple solutions to a question, task or problem &
Retaining and recalling information**

Social Thinking Theme: Belly Breathing- Calming Strategies

Week of 2/3

Second Step Week 15

Name Feelings (cont.)

Building Blocks Week 17

Patterning, core units of patterns, counting

HWOT

Week 18 (pg. 234)

Lively Letters

P - Quiet Lip Puffer

Pyramid

Week of 2/11

Second Step Week 16

Managing Disappointment

Building Blocks Week 18

Producing (counting out) items, recognizing shapes and their
attributes, subitizing

HWOT

Week 19 (pg. 234)

Lively Letters

B - Noisy Lip Puffer

Pyramid

Super friend / Tucker the Turtle / Solution Kit

Week of 2/17

WINTER BREAK - No School

Week of 2/24 Second Step Week 17

W-Wear RED & Managing Anger

RED OBJECTS Building Blocks Week 19

Counting, ordering numbers, producing items, comparing amounts by
counting

HWOT

Week 20 (pg. 234)

Lively Letters

T - Quiet Tongue Dancer

MARCH 2020

Color: YELLOW

SEL7-10: Relationship Skills

APL 3 & 5: Maintain focus and attention, and persist in efforts to complete tasks & Cooperate with others in play and learning

Social Thinking Theme: Size of the Problem/ 3-Point Scale

| | |
|---------------------------------------|---|
| Week of 3/2 | Second Step Week 18 |
| | Managing Waiting |
| | Building Blocks Week 20 |
| | Comparing amounts, counting |
| | HWOT |
| | Week 21 (pg. 234) |
| Week of 3/9 | Lively Letters |
| | D - Noisy Tongue Dancer |
| | Pyramid |
| | |
| | |
| | |
| Week of 3/16 | Second Step Week |
| | Emotion Management Round Up |
| | Building Blocks Week 21 |
| | Comparing amounts, measuring, counting |
| | HWOT |
| | Week 22 (pg. 234) |
| Week of 3/23 | Lively Letters |
| | F - Quiet Lip Biter |
| | Pyramid |
| | Super friend / Tucker the Turtle / Solution Kit |
| | |
| | |
| Week of 3/23 W - Wear & Objects | Second Step Week 19 |
| | Fair Ways to Play (Play Together, Taking Turns, Trade) |
| | Building Blocks Week 22 |
| | Comparing amounts, measuring, counting |
| | HWOT |
| | Week 23 (pg. 234) |
| Week of 3/23 | Lively Letters |
| | V - Noisy Lip Biter |
| | Pyramid |
| | |
| | |
| | |
| Week of 3/23 | Second Step Week 20 |
| | Having Fun with Friends |
| | Building Blocks Week 23 |
| | Shape recognition and composition, counting, comparing and ordering numbers, solving problems |
| | HWOT |
| | Week 24 (pg. 234) |
| Week of 3/23 | Lively Letters |
| | K - Quiet Choker |
| | Pyramid |
| | |
| | |
| | |

APRIL 2020

Color: BLUE

SEL 11-12: Decision Making

APL 1: Demonstrate initiative, self-direction, and independence

Social Thinking Theme: Group Plan / Body in the Group

| | |
|---|---|
| Week of 3/30 | Second Step Week 21 Inviting to Play Building Blocks Week 24 Counting, adding, subitizing (two groups), shape composition HWOT Week 25 (pg. 236) Lively Letters G - Noisy Choker Pyramid |
| Week of 4/6 F- No School | Second Step Week 22 Joining in with Play Building Blocks Week 25 Adding, counting, shape composition HWOT Week 26 (pg. 236) Lively Letters QU - Quacking Sound Pyramid Booster Shot on Expectations |
| Week of 4/13 | Second Step Week 23 Saying the Problem Building Blocks Week 26 Adding, Counting, Ordinal numbers HWOT Week 27 (pg. 236) Lively Letters A - Apple Sound Pyramid |
| Week of 4/20 | NO SCHOOL - Spring Break |
| Week of 4/27 WEAR BLUE & BLUE Objects | Second Step Week 24 Thinking of Solutions Building Blocks Week 27 Shape recognition, shape composition, shape parts HWOT Week 28 (pg. 236) Lively Letters O - Cute Baby Pyramid |

MAY 2020

Color: PURPLE

SEL 5-6: Social Awareness

APL 4: Demonstrate creativity in thinking and use of materials

Social Thinking Theme: Whole Body Listening

Week of 5/4 Concentration on Assessments and Transition Meetings

Week of 5/11 Concentration on Assessments and Transition Meetings

Week of 5/18 Second Step 25
 Speaking Up Assertively
Building Blocks Week 28
 Shape composition, shape attributes, shape parts
HWOT
 Week 29 (pg. 236)
Lively Letters
 M - Nose Sound, Closed Lips
Pyramid

Week of 5/25 Second Step
Mon - No School Friendship Skills and Problem Solving Round Up
Wed - Wear Purple **Building Blocks Week 28**
& Purple Objects Shape Composition, Shape Attributes, Shape Parts
HWOT
 Week 30 (pg. 236)
Lively Letters
 N - Nose Sound, Open Lips
Pyramid

JUNE 2020

Color: RA NBOW

SEL1-3 : Self-Awareness

**APL 2 & 7: Demonstrate eagerness and curiosity as a learner &
Demonstrate organizational skills**

Social Thinking Theme: Whole Body Listening

| | |
|--|--|
| Week of 6/1 | Second Step Friendship Skills and Problem Solving Round up Building Blocks Week 29 Adding, number composition, shape composition HWOT Week 31 (pg. 236) Lively Letters L - Tongue Up in Front Sound Pyramid |
| Week of 6/8 | Second Step Building Blocks Week 29 Adding, number composition, shape composition HWOT Week 32 (pg. 236) Lively Letters R - Tongue Up in Back Sound Pyramid |
| Week of 6/15 6/18 - 180th day | Catch up (if needed) What's left: Building Blocks Week 30 Adding, Number Composition, Shape Composition HWOT Week 33 (pg. 236) Lively Letters U - The Toddler Pyramid |

Guidelines on Implementing Social and Emotional Learning (SEL) Curricula

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- a) Administrators
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- c) Other school personnel

IV. Coordinating with Community Resources and Services

V. Collaboration with Families

VI. Policies and Protocols

Acknowledgments and Contact Information

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Guidelines on Implementing Social and Emotional Learning (SEL) Curricula

Developing students' social and emotional competencies helps schools create safe learning environments that contribute to academic achievement for all. This document contains guidelines for schools and districts on how to effectively implement social and emotional learning curricula for students in grades K-12. The information provided relates to leadership, professional development, resource coordination, instructional approaches, policies and protocols, and collaboration with families. These guidelines and related resources are posted and will be updated on the Department's [bullying prevention and intervention pages](#).

A. The Law: Context and Definitions

Chapter 92 of the Acts of 2010: [An Act Relative to Bullying in Schools](#), approved by the Governor, May 3, 2010, called for a number of requirements to help schools prevent bullying. One of the requirements for the Department of Elementary and Secondary Education (the Department) was the creation of guidelines for schools on the implementation of social and emotional learning (SEL) curricula. The charge was included in Section 16 as follows: "The department of elementary and secondary education shall publish guidelines for the implementation of social and emotional learning curricula in kindergarten to grade 12, inclusive, on or before June 30, 2011. The guidelines shall be updated biennially."

As defined by the law, SEL is the process through which students and adults acquire the knowledge, attitudes, and skills associated with the core areas of social and emotional competency. More specifically:

Social and emotional learning means the processes by which children acquire the knowledge, attitudes and skills necessary to:

- **recognize and manage their emotions,**
- **demonstrate caring and concern for others,**
- **establish positive relationships,**
- **make responsible decisions, and**
- **constructively handle challenging social situations.**

B. Social Emotional Learning Skills

The goals of SEL curricula include teaching the following basic skills:¹

- Self-Awareness focuses on identifying and recognizing emotions; accurate self-perception; strengths, needs, and values; and self-efficacy.
- Self-Management includes impulse control and stress management; self-motivation and discipline; goal setting; and organizational skills.

¹ *Safe and Sound: An Educational Leaders Guide to Evidence-Based Social and Emotional Learning Programs*, Collaborative for Academic, Social and Emotional Learning (CASEL, 2003).

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- Social Awareness addresses perspective taking; empathy; difference recognition; and respect for others.
- Relationship Skills encompasses communication; social engagement and relationship building; working cooperatively; negotiation; refusal; conflict management; and help seeking.
- Responsible Decision Making includes problem identification and situation analysis; problem solving; evaluation and reflection; and personal, social, and ethical responsibility.

Active forms of learning, such as role playing and behavioral rehearsal, provide students with opportunities to practice these skills. Skills are taught primarily by classroom teachers using scripted role plays that focus on specific skills such as responsible decision making. Once students have demonstrated proficiency in using the appropriate skill for a specific situation, classroom teachers can provide opportunities for application of skills throughout the school day and in specific subject classes. Again, SEL skills are best taught when infused throughout the school day and in all aspects of a students' experience. Educational specialists and counseling staff should model skills and expand students' capacity for skill practice in one on one and small group situations. Particular skills can be targeted for development through focused learning objectives. Recommended practices for teaching skills often use the acronym SAFE:²

- **Sequenced:** Does the program apply a planned set of activities to develop skills sequentially in a step-by step fashion?
- **Active:** Does the program use active forms of learning such as role-plays and behavioral rehearsal with feedback?
- **Focused:** Does the program devote sufficient time exclusively to developing social and emotional skills?
- **Explicit:** Does the program target specific social and emotional skills?

C. Benefits of SEL

Implementation of SEL programs in schools provides a foundation for creating a safe learning environment where all students can succeed. Effective programs include multi-component school-based interventions involving classroom-based curricula that focus on teaching students skills to enhance social and emotional competencies as well as academic learning. These critical social-emotional competencies involve skills that enable students to calm themselves when angry, initiate friendships and resolve conflicts respectfully, make ethical and safe choices, and contribute constructively to their community.³

i. Academic achievement

Through SEL, students can learn to handle their feelings for a number of purposes, including helping them to focus on their studies and improve individual performance. Better social skills have been shown to correlate with students' increased time-on-task and with higher achievement scores and higher grades.

² Payton, J., Weissberg, R.P., Durlak, J.A., Dymnicki, A.B., Taylor, R.D., Schellinger, K.B., & Pachan, M. (2008). *The positive impact of social and emotional learning for kindergarten to eighth-grade students: Findings from three scientific reviews*. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning.

³ Collaborative for Academic, Social, and Emotional Learning (CASEL), 2005; Elias, Zins, Weissberg, Frey, Greenberg, Haynes, Kessler, Schwab-Stone, & Shriver, 1997; Zins & Elias, 2006. <http://www.CASEL.org>.

ii. Healthy personal-social development

Through SEL, students can learn to exhibit pro-social behavior and character skills that will serve them well not only in school, but throughout their lives. They can learn to recognize and manage their emotions, establish healthy relationships, set positive goals, meet personal and social needs, make responsible decisions, and solve problems.

iii. School climate

A sustainable, positive school climate can be supported and furthered by SEL, as can efforts to reduce dropout rates, to foster youth development and academic achievement, and to increase the knowledge, skills, and disposition necessary for students to be responsible and productive members of the school community and society as a whole. SEL can increase attendance, and a related sense of connection to school and to adult members of the school community. When school members feel safe, valued, cared for, engaged, and respected, learning can measurably increase.

iv. Key findings on effective SEL work in schools⁴ include the following:

- **Improved academic achievement:** Students involved in SEL programming experienced significantly greater academic achievement than students who do not receive SEL.
- **Improved school attitudes and behaviors:** SEL instilled greater motivation to learn, a deeper commitment to school, increased time devoted to schoolwork, better classroom behavior, and improved attendance and graduation rates.
- **Fewer negative behaviors:** Among students receiving SEL instruction, disruptive class behavior, noncompliance, aggression, delinquent acts, and disciplinary referrals decreased significantly.
- **Reduced emotional distress:** Reports of student depression, anxiety, stress, or social withdrawal significantly decreased among students receiving SEL instruction.

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I. Social and Emotional Learning Instructional Approaches that Further Student Learning and Success

a) Evidence-based curricula

Research clearly demonstrates that social and emotional skills can be taught through school-based programs. Today, numerous nationally-available, evidence-based SEL curricula provide systematic classroom instruction that enhance students' abilities to recognize and manage their emotions, appreciate the perspectives of others, establish pro-social goals and solve problems, and use a variety of interpersonal skills to handle the challenges of growing up in society. In addition to skills-building components, a number of SEL curricula feature elements designed to foster positive classrooms and school environments, and to establish practices that build trust and rapport among and between students and adults.

⁴ Durlak, J.A. Weissberg, R.P., Dymnicki, A.B., Taylor, B.D., & Schellinger, K.B. *The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions* (2010).

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Instructional components should be sequenced, well-designed lessons intended for use in core educational classrooms. A prescribed sequence of lessons in a curriculum promotes student learning, building upon what has been taught in earlier levels and prepares for what will be taught in later grades. Lesson plans for each grade help schools implement programs with integrity. SEL needs to be promoted in all classrooms, so that all students will benefit. Lessons should be incorporated into the learning day and not considered solely as a supporting initiative. Curricula should be of sufficient intensity and duration with a *minimum* of eight lessons in each program year. Tools for monitoring implementation of programs can assist teachers in achieving a high level of fidelity. (For more details on monitoring, see *Measuring readiness, progress, and impact* bullet in the Leadership IIe section above.)

Curricula should teach students skills and provide opportunities for them to develop their skills on a daily basis. Sharing circles, morning meetings, cooperative learning groups, advisory programs, and proactive classroom management are all components that support evidence-based implementation. Although an SEL curriculum is only one component of evidence-based school-wide SEL programming, it can be the cornerstone of the entire effort. Well-designed curricula implemented in all classes will ensure that students receive consistent and developmentally appropriate skill instruction. Curricula selection should be based on the specific needs of the students and linked to the goals and proven outcomes of the program. School-wide classroom instruction allows all faculty and staff to share a common approach and language for addressing social, emotional, and behavioral issues. In addition, many curricula include components for involving the family, community, and school mental health and support personnel in promoting SEL, and provide the necessary professional development for using the program.

b) Age appropriateness

SEL should be started in preschool and continued through high school, addressing clearly specified learning objectives for each grade and developmental level.

c) Additional factors/approaches to consider

The varying needs of individual students, schools, and communities should be considered when making decisions about curricula. Cultural sensitivity, respect for diversity, and any necessary support for vulnerable populations should be emphasized. SEL interventions can be effective in both school and after-school settings; for schools in urban, suburban, and rural areas; and for racially and ethnically diverse student bodies.

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II. Leadership: School-wide Implementation Phases

a) Commitment from administration

The administration commits to implementing and sustaining a school-wide SEL initiative and engages key stakeholders. Stakeholders include, but are not limited to, administration, faculty and staff, students, parents/guardians/families, and community members. As a part of the commitment, senior leaders identify key people to delegate responsibility for

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overseeing SEL efforts, for moving forward these efforts, and for effectively communicating with and involving top leadership. For optimum success, these efforts need to be supported by district leadership as well.

b) Planning

Administration conducts a needs assessment and determines what will meet the identified needs including, but not limited to, plans for professional development, the types of programs and instruction to implement at what time and how, and how progress will be assessed. Schools should avoid the adoption of a random assortment of programs to address social and emotional issues. Adopting multiple programs without a thoughtful plan as to how they are well-coordinated can create confusion and competition for time with lessons in core academic learning areas. Each school should develop its own plan for SEL implementation and climate improvement following district-wide guidelines. The plans should align across the grade levels K-12. With a coordinated approach, key elements of social and emotional learning can serve as an organizing framework for all of a school's academic, prevention, health, and youth development activities.

c) School-wide vision

The principal and related stakeholders create and share a school-wide vision of students' social, emotional, academic development for a safe and supportive learning environment. The vision should include a framework for supporting children in acquiring the knowledge, attitudes, and skills necessary to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and constructively navigate challenging social situations.

d) Professional development and SEL implementation

Districts and schools conduct professional development and pilot SEL programming. (See Professional Development section II below for more details.)

e) Measuring readiness, progress, and impact

Rubrics and methods are used to measure the progress and impact of SEL programs. Educators use these data to inform decisions about continuing, modifying, and/or changing the future course of action. Assessment tools measure a broad range of academic outcomes such as higher order thinking, analytical, creative, and practical skills. Instruments are necessary not only for the measurement of SEL implementation and outcomes, however. Measuring tools can help a school/school district determine readiness for SEL implementation and identify factors that contribute to and/or impede effective implementation. These tools can allow a school to identify which social emotional learning skills are already present in other curricula, such as health and prevention education, and which may need to be added. Additionally, self-assessment tools for administrators, teachers, and other users can provide information on the degree and fidelity of implementation. The tools may assist the school in understanding the extent to which schools and classroom environments are supportive of SEL. All schools should help their students meet their established SEL standards and engage in regular assessment of their progress.

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f) Alignment with related efforts and initiatives

Many schools and districts in Massachusetts are moving forward with a number of initiatives related to SEL. Aligning these efforts can help prevent fragmented contradictory communication and ineffective messages for students. The organizational structure of these guidelines is aligned with the Behavioral Health and Public Schools Framework and Assessment Tool. Additional examples of SEL- related statewide initiatives include, but are not limited to: The Conditions for School Effectiveness, the Race to the Top Wrap Around Zone Initiative, the Massachusetts Tiered System of Supports, the Bullying Prevention and Intervention Model Plan, the Massachusetts Model for Comprehensive School Counseling, and Service Learning. Moreover, local SEL curricula can align with efforts that may include, but are not limited to, initiatives related to character education, civic education, diversity, youth development, team teaching, etc. To sustain a successful district-wide initiative, support for SEL is needed from a broad-based community-wide coalition that understands the importance of SEL and advocates for and helps to support effective SEL programming for all children and youth.

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III. Professional Development

a) Administrators

Leadership is a critical factor in the effective implementation of high-quality SEL, and it should be a priority central to a school's educational mission. Building administrators and school leaders participate in training with school faculty and staff, not only to understand what is being implemented, but also to demonstrate the key role leadership plays in creating a climate conducive to effective SEL implementation. Principals and school directors/leaders model and reinforce skills and behaviors in both large and small group settings with staff and students and as opportunities arise throughout the school day. Adult role modeling of appropriate SEL behaviors should be a primary focus. An important emphasis of professional development in a SEL focused system should be on relational skills and relationship building.

b) Classroom teachers

To be most effective, teacher training needs to include guidance in how to integrate academic content and SEL. Teaching methods and classroom climate may need adjustments to enhance social and emotional learning. Data indicate that programs are most effective when incorporated into routine educational practice; therefore it is imperative that teachers model and reinforce SEL competencies with all students in their daily interpersonal and group interactions. Data also suggest that ongoing technical assistance and performance feedback are vital. For teachers in all settings to succeed, the extent and quality of teacher training are critically important.

c) Other school personnel

All adult members of a school community should receive training to ensure that everyone can support, model, and reinforce SEL skills in a variety of settings beyond the classroom.

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Investment in initial and continuing staff development for all school personnel is one of the most important factors for program success.

To the extent possible, districts and schools should create opportunities to create cross-system professional development that includes administrators, classroom teachers, behavioral health specialists, support service professionals, and families.

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IV. Coordinating with Community Resources and Services

The impact of school-based SEL initiatives can be enhanced by extending outwards to collaborate with child-serving community providers. These efforts can include a coordinated and shared approach with after-school programs, athletics, and other recreational and social activities in community as well as health and human service agencies. Additionally, programs that include strategies involving students in the community, as well as community members in school-based instruction such as service learning, can enhance SEL competencies. Furthermore, sharing training opportunities and exploring partnerships with community-based agencies can improve the effectiveness of all involved in implementation of SEL practices.

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V. Collaboration with Families

Evidence-based curricula contain an education component specifically designed for parents/families (including guardians and other actively involved family members). Parents and family members should be provided with that information to support application and modeling of SEL-related skills and attitudes at home. By orienting them to the skills and prompts, and helping them understand how best to coach their children, parents and family members can support the values and processes of the school initiative. Programs that attempt to involve families through regular activities and by using more than one approach engage parents in the process.

Family collaboration can be accomplished by a variety of approaches as suggested below.

- District and school leaders articulate their intent to engage families as essential partners in their efforts to promote SEL by including in district vision statements and school implementation plans and activities that involve all families. This includes parent participation in the development of plans, identifying professional development goals, assessing and prioritizing needs, and evaluating student progress.
- School personnel receive professional development and demonstrate awareness and sensitivity to cultural, linguistic, and other aspects of family diversity (e.g., disabilities, socioeconomic levels, sexual orientation and gender identity/expression, etc.), including culturally-specific beliefs and concerns related to social emotional learning.

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- School staff work together to create a safe, welcoming environment in which all families feel that their voices are valued by creating ways in which families can voice their thoughts and suggestions, including opportunities for anonymous feedback.
- School leadership and staff receive professional development and skill-building on interacting with families in an effective and supportive manner, being comfortable and knowledgeable addressing students' emotional and behavioral challenges with parents, and providing information on community resources.
- The school partners with Parent Teacher Organizations/Associations (PTO/PTA), School Councils, Special Education Parent Advisory Councils, and similar organizations to regularly share information about school-wide programs and school efforts to address the behavioral health of all students, to provide educational forums to parents on topics related to promoting behavioral health as well as social programs that provide opportunities for families to engage in the school community, e.g., game or movie nights, morning and evening meals. Families are surveyed to gather input on particular topics for forums and interests for activities or social gatherings. Planning may include the need to provide transportation and child care to facilitate the attendance of some families at these events, the need to ensure that notice of events is provided in the language of the home, and the need for interpreter availability or multiple events held in different languages to accommodate the linguistic diversity of the school community.

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VI. Policies and Protocols

Schools should review all policies and protocols to ensure that they reflect and reinforce a clear SEL approach at all levels of the system. A particular focus should be on school discipline policies to ensure that they reflect the necessary balance between accountability and an understanding of supporting SEL strategies. At the district level, discipline policies or initiatives might include a focus on prevention and promotion rather than zero tolerance efforts (e.g., restorative justice, peer juries, community service, in-school suspension that includes skill building and problem solving).⁵

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ACKNOWLEDGMENTS AND CONTACT INFORMATION: These guidelines were written by Department staff after a review of resources including, but not limited to, research studies and guidance from the Collaborative for Academic, Social, and Emotional Learning (CASEL), the University of California, Los Angeles (UCLA), and other institutions of higher learning. The Department wishes to thank the many individuals and representatives from schools and organizations who also contributed to providing input and feedback on these guidelines. The guidelines will be updated over time, and at least biennially. Feedback and comments can be directed to the Learning Support Services unit via achievement@doe.mass.edu or 781-338-3010. Guidelines last updated August 2011.ESE

⁵ *Connecting Social Emotional Learning with Mental Health*. National Center for Mental Health Promotion and Youth Violence Prevention by the Collaborative for Academic, Social, and Emotional Learning at the University of Illinois at Chicago. January 2008.

Social and Emotional Learning

According to Collaborative for Academic, Social, and Emotional Learning, Social and Emotional Learning (SEL) is the process of developing students' and adults' social and emotional competencies—the knowledge, skills, attitudes, and behaviors that individuals need to make successful choices. CASEL identifies five social and emotional competencies, each of which is composed of multiple skills and abilities (see Figure 1; CASEL, 2015).¹

To achieve the development of the whole child requires teachers with distinctive knowledge and skills. Through a systematic process described in the research-to-practice brief, Yoder (2013)² identified a working set of 10 teaching practices that promote SEL as well as high standards for academic learning (see Figure 2).

When teachers enact and students participate in these teaching practices, students and teachers are able to develop their social and emotional skills and apply these skills to create a more productive and supportive schooling experience. To learn more about SEL, see the Massachusetts Department of Elementary and Secondary Education Guidelines on Implementing SEL Curricula.

Figure 1. Social and Emotional Core Competencies



Figure 2. 10 Teaching Practices That Promote SEL

Student-centered discipline

- Disciplinary strategies are developmentally appropriate for students.

Teacher language

- The teacher talks to the students with a focus on encouraging students.

Responsibility and choice

- Students are provided opportunities to make responsible decisions.

Warmth and support

- The teacher creates a classroom where the students know that the teacher cares.

Cooperative learning

- Students work together toward a collective goal in accomplishing an instructional task.

Classroom discussions

- Students and teachers have a dialogue about content.

Self-assessment and self-reflection

- Students actively think about their own work.

Balanced instruction

- Multiple and appropriate instructional strategies are used.

Academic press and expectations

- The teacher provides meaningful and challenging work and believes that all students can achieve this more rigorous work.

Competence building

- The teacher helps develop students' social and emotional skills through the typical instructional cycle.

¹ Collaborative for Academic, Social, and Emotional Learning. (2015). *Social and emotional learning core competencies*. Chicago, IL: Author.

² Yoder, N. (2013). *Teaching the whole child: Instructional practices that promote social and emotional learning in three instructional frameworks*. Washington, DC: Center on Great Teachers and Leaders.

Evidence Cover Sheet for Goal Objective 2.1

Directions: Click on the link for the language that you submitted last spring: [18-19 District Goals](#). In addition, here are the links to the [Transferable Skills](#) and [Vision of Student and Learner and Global Citizen](#).

Goal Objective 2.1 Professional learning for educators will reinforce targeted components of the academic curriculum, social emotional competencies and pedagogy, and will emphasize culturally responsive and data-informed instructional practices that support student learning and growth.

District Goal/Rationale: (How does this connect to the language in goal objective 1.1? More specifically, how does it connect to transferable skills, district's vision of student as learner, and align with state standards?)

With the implementation of the Massachusetts Frameworks and the offering of the Next Gen MCAS, the elementary schools required a shift in the core of curriculum and instruction. The coaches supported the movement towards classrooms that promote collaboration, student thinking and reasoning, multiple strategies, physical manipulatives, and active engagement. Investigations was chosen due to its alignment with these beliefs.

Action: (What is the action?)

Offer coaching support on a daily basis, including observations, common planning, co-teaching, and model lessons.

Release days for unit planning for the 4 core units. All core teachers were expected to attend. We called these sessions Paired School PD.

Two PD days during the Tuesday release time, supporting the technical side of the program. Assessments, 10-minute routines, using the tech platform, extensions and enrichment, and analyzing student work were consistent topics.

Summer PD was offered through TERC during the 2018 summer and the 2019 summer.

Summer PD was offered through content and planning sessions during the 2018 summer and the 2019 summer.

Progress:

This was the third year in the implementation of a curriculum that meets the requirements of both the content and practice standards of the current State Frameworks. As of the start of the 2019-2020 school year, all grades from k-5 have had a year to dedicated PD and support to implement Investigations 3.0 across the district.

Description of Evidence:

1. Offerings - roughly 40% of teachers attended at least one offering.
2. Elementary PD Calendar - all meetings focused on Inv. implementation
3. Math Coaching Cycle offering - individualized support for teachers
4. Paired School meeting schedule - focused on gr. 4 and 5 unit planning
5. Email Reminder to Teachers
6. Email Reminder to Teachers
7. Email Feedback from me regarding a session
8. Exit Ticket - Sept. 25th session
9. Exit Ticket - Nov. 27th Session
10. Extension resource - created due to feedback from teachers

Evidence Cover Sheet

Directions: Click on the link that for the language that you submitted last spring: 18-19 Goal Objectives. Please use the language from that document for the cover sheet.

Goal:

Goal Objective 2.1 Professional learning for educators will reinforce targeted components of the academic curriculum, social emotional competencies and pedagogy, and will emphasize culturally competent and data-informed instructional practices that support student learning and growth.

Progress:

This year the elementary schools worked on the integration of Responsive Classroom into Physical Education.

Evidence/Metrics:

**This was done through Opening and Closing circles, Implementation of more Student by Choice lessons, and Implementation of classroom language.
Sample pictures attached.**

Responsive Classroom:

Implemented responsive classroom language-

"I notice Bill, Sue, and Frank sitting quietly on the circle"

"What is the group plan"

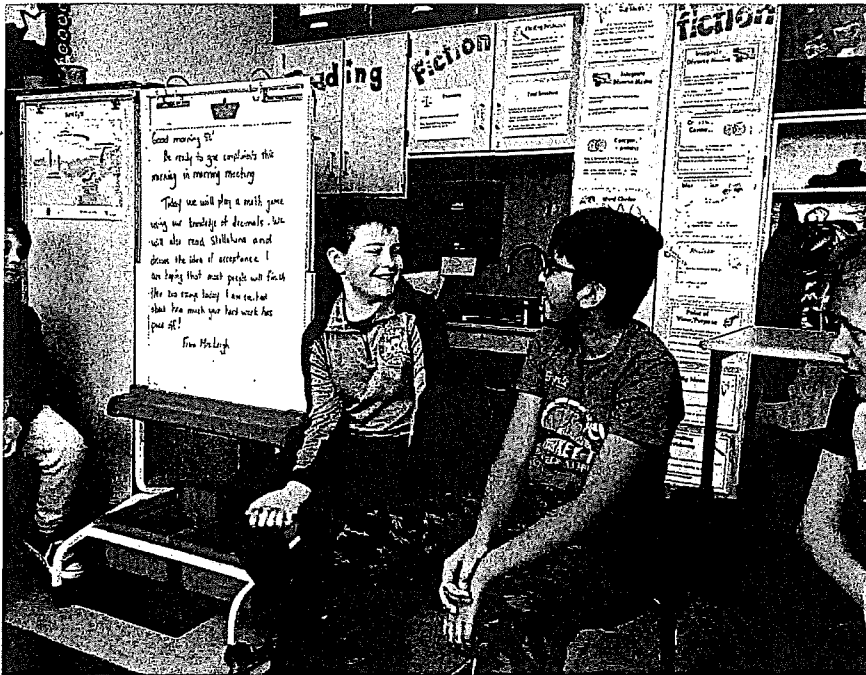
"Who would like to model an overhand throw"

Opening and closing circles

Implemented more student choice in lessons

At Thompson this year, all specialist teachers have 1st period prep so that classroom teachers can carry out morning meeting with their students. It has been helpful to join classrooms during their morning meeting to engage with students in icebreakers and greetings as well as maintain the same language.

Morning Meeting during 5th Grade



Implemented responsive classroom language-

"I notice Bill, Sue, and Frank sitting quietly on the circle"

"What is the group plan"

"Who would like to model an overhand throw"

Opening and closing circles

Evidence Cover Sheet

Directions: Click on the link that for the language that you submitted last spring: 18-19 Goal Objectives. Please use the language from that document for the cover sheet.

Goal:

Goal Objective 2.1 Professional learning for educators will reinforce targeted components of the academic curriculum, social emotional competencies and pedagogy, and will emphasize culturally competent and data-informed instructional practices that support student learning and growth.

Progress:

This years Ottoson Middle School's professional goal centered around updating some of the Health Curriculum and the Power Point presentation,

Evidence/Metrics:

Syllabus of Grade 7th Health with updates in Bold.
A copy of the updated PowerPoint

OMS Health Curriculum Scope & Sequence:

7th Grade Sequence - 1st half

Lesson 1 -Introduction to Alcohol – Pre-test, Facts vs Fiction, What's in a drink, Factors that influence the effect of alcohol, 3 ways in leaves the body, BAC, Legal Issues

Lesson 2 - Review – Questions for group discussion (60 sec each) 5 discussion questions

Videos – 10 things I learned when I stopped drinking, (9 minutes) "Let's talk about alcohol" (7 minutes)

Lesson 3 – Tobacco & Vaping, E-cig , Smoke out the truth - video, Knowing facts

Lesson 4 – Marijuana, Is it Legal? – Natural High video – Find your natural High

Lesson 5 – Resistance skills – Lindsay's choice – skits

Lesson 6 – "BULLY" The Bullying Effect – speak up! Documentary

**Lesson 7 – Cyber-bullying – – just a little fun (Boys bullying teammate)
Posts that Paralyze (girls bullying each other)
Cyber-bullying skits**

7th Grade Sequence - 2nd half:

Lesson 1 - Puberty in Boys - Amazing changes - discovery ed video

Lesson 2 - Puberty in Girls - Amazing changes - discovery ed video

Lesson 3 - Male and Female reproductive system (diagram handout)

Lesson 4 - HIV/AIDS lesson

Lesson 5 - Healthy Relationships - Flirting or Hurting?

Lesson 6 - Stress Reduction

Lesson 7 - Body image and self esteem

8th Grade Sequence - 1st half

Lesson 1 - Introduction to Alcohol - Pre-test, handout Facts vs Fiction, What's in a drink, Factors that influence the effect of alcohol, 3 ways it leaves the body, BAC, Legal Issues

Lesson 2 - Review – Questions for group discussion (60 sec each)
Videos – Truth about Alcohol (30 minutes)

Lesson 3 - The Truth About Drugs – real stories by real people, a documentary

Lesson 4 - The Chris Herren Story – story of addiction – reflection questions - Hoop Dreams

Lesson 5 – Review: Marijuana, Tobacco, Vaping & e-cig– Resistance skills

Lesson 6 – Bullying – Reality Matters: Cruel Schools, Bullying and Violence

Lesson 7 – Cyber-bullying - Bullied to Death – The Phoebe Prince Story

8th Grade Sequence - 2nd half:

Lesson 1 - Review Puberty, introduce abstinence, contraception and pregnancy

Lesson 2 - Truth about sex - video - discovery ed

Lesson 3 - STI's - Straight talk - discovery ed

Lesson 4 - Pregnancy Prevention - barrier vs non-barrier methods

Lesson 5 - Pregnancy & child birth

Lesson 6 - Teen dating violence (<https://www.youtube.com/watch?v=OFYksIliHml>)

Lesson 7 - Suicide

All About Relationships

Teen Dating Violence

- It knows no boundaries and crosses all lines of race, socio-economic status
- It CAN happen to ANYONE
- video

Grade 8 Health Unit 2



Teen Dating Violence

Knowing the Facts

Teen Dating Violence Statistics continued

- Girls and women between the ages of 16 and 24 experience the highest rates of intimate partner violence.
- 1 in 5 high school girls is physically or sexually hurt by a dating partner.
- 1 in 3 teens experience some kind of abuse in their romantic relationships.
- Only 33 % of teens who have been in or known about an abusive dating relationship report having

Teen Dating Violence Statistics continued

- Cell phone calls and texting mean constant control: 1 in 3 teens say they are text messaged 10, 20, 30 times an hour by a partner “keeping tabs” on them
- 82% of parents whose teens were emailed or text messaged 30 times an hour were not aware of this
- The majority of parents of teen victims are unaware of the abuse

Statistics from the US Dept. of Justice, Centers for Disease Control and Prevention, and Liz Claiborne

Teen Dating Violence Facts Prevalence and Frequency:

Teen dating Violence runs across race, gender and socio-economic lines. Both males and females are victims, but research shows that boys and girls are abusive in different ways:

- Girls are more likely to yell, threaten to hurt themselves, pinch, slap, scratch or kick (verbal)
- Boys injure girls more severely and frequently
- Some teen victim experience violence more frequently, some are abused more often, sometimes daily.

Teen Dating Violence Statistics continued

- Teen girls face relationship violence 3 times more than adult women.
- 25% of victims say they have been isolated from family and friends.
- More than half of victims say they have compromised their own beliefs to please a partner.
- Many teens think this is normal.
- Teens report dating abuse via cell phones is a serious problem that continues to rise

Warning Signs

- **Extreme Jealousy**- jealousy is sign of insecurity and lack of trust, but the abuser will say that is a sign of love
- **Controlling behavior**- one partner completely rules the relationship and makes the decisions, checking up on the victim
- **Quick involvement**- “love at first sight”, often the abuser is very charming at the beginning

More....

- **Cruelty to animals and children**
- **“Playful” use of force in sex**- pressure to have sex
- **Verbal Abuse**- says cruel and harmful things, degrades them, curses at them, calls them names
- **Dr. Jekyll and Mr. Hyde**- experiences severe mood swings
- **Past Battering**- has a history of past battering
- **Threats of Violence**
- **Breaking or striking objects**
- **Any force during an argument**

Teen Dating Violence

- Dating violence, like domestic violence, is a pattern of controlling, aggressive, and abusive behaviors of one person over another within a romantic relationship. It can include verbal, emotional, physical, sexual, and/or financial abuse
- It can occur in all types of relationships.

Warning Signs Cont

- **Unrealistic expectations**- abusers expect their partners to meet all their needs and be “perfect”
- **Isolation**- abusers try to keep the victim from family and friends by putting down everyone they know
- **Blames others for their problems and feelings**- the abuser does not take responsibility for their problems
- **Hypersensitivity**- an abuser is easily insulted and takes everything as a personal attack

Verbal Abuse

- Name-calling, using put-downs, accusing, blaming, lying, yelling, accuses you of cheating, threatens to harm or kill you, threatens to commit suicide, says they are the only one that loves you, puts down your family and friends, tells you what to wear, tells you everything is your fault, tells you no one else will ever be interested in you.

Physical Abuse

- Hitting, slapping, biting, squeezing, punching, kicking, choking, pushing, shoving, shaking, twisting your arm, grabbing, pulling hair, spitting, burning, trapping you, hiding your car keys or money, sabotaging your car to keep you from leaving

Types of Violence

- VERBAL
- EMOTIONAL
- PHYSICAL
- SEXUAL
- FINANCIAL

Emotional Abuse

- Shows jealousy, embarrassing or humiliating you, controlling behavior, keeping tabs on you through frequent phone calls, emails, instant messaging, breaks your possessions, smashes things, destroys property, causes isolation by keeping you from spending time with others, tries to keep you from working or controls where you work, stalking

Financial Abuse

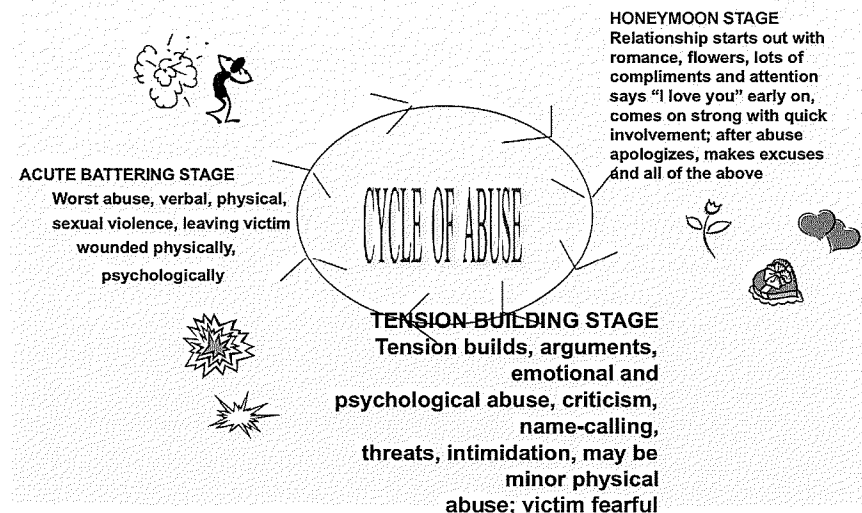
- If the victim has a charge card, the abuser may tell the victim to put their name on it and they will run up high bills making the victim responsible for payment, making the victim pay for other things as well

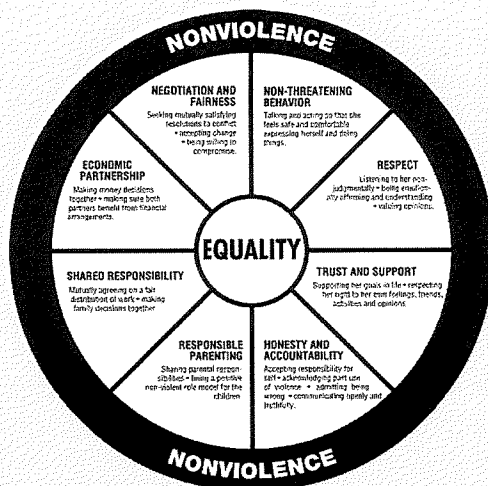
Patterns of Abuse

- Many people who are the target of dating violence find that the abuse occurs in a distinct pattern that is repeated over and over again. TENSION BUILDING, EXPLOSION and HONEYMOON
- After the honeymoon phase, the tension starts to build again, leading to another

Sexual Abuse

- Forcing you to have sex against your will, rape, unwanted rough or violent sex, not letting someone use birth control (they intentionally try to get you pregnant so you are tied to them for years)





Barriers to Leaving

- Love
- Hope
- Fear
- Embarrassment, humiliation, shame
- Lack of support
- Lack of self-esteem and confidence
- Lack of knowledge about healthy/unhealthy relationships and community resources

Healthy vs. Unhealthy Relationships

- **Understanding Equality**
 - When both people in the relationship believe they are equal, and neither tries to gain power or control over the other = a healthy, non-violent relationship
- **Understanding power and control tactics**
 - When there is a pattern of one person trying to gain power and control over the other. USING



Effects con't

- Feelings of worthlessness, low self-esteem
- Central nervous system disorders
- Sadness, depression
- Suicidal
- Terror
- Fear
- death

Battered Women's Syndrome

- Believe violence is their fault
- Inability to place responsibility for violence elsewhere
- Fears for her life and or children's lives
- Irrational belief that the abuser is

Effects of Dating Violence on the Victim

- Loss of appetite, eating disorders
- Weight loss
- Gastrointestinal disorders
- Headaches
- Nervous, anxious
- Bruises, broken bones
- Self blame
- Confusion
- Guilt
- Shame

Post Traumatic Stress Disorder

- Flashbacks
- Nightmares
- Anxiety
- Emotional numbing
- Insomnia
- Avoidance of traumatic triggers and talking about the problem
- Sense of being different than others
- Isolation
- Substance abuse
- Self-mutilation, self harm
- helplessness

Theories to Explain Dynamics of Abusive Relationships

- **Learned Helplessness Theory**
“Survival focus vs. escaping focus”
- **Traumatic Bonding Theory**
“The abuser gains power through the victims dependence on them”
- **Approach and Avoidance Theory**
“victim is likely to focus on positives to avoid abuse”

Love is a behavior...

**Not the words they speak
but how they show you**

On average, victims tend to leave and return about 7 times before leaving permanently

The number one reason victims do not leave is because

“The Dynamics of relationship abuse are similar to brainwashing of soldiers”

U.S. Department of Justice

More Help....

- Offer help, refer to school social worker, guidance, administrator
- Share information about abusive relationships
- Support their decisions, be patient, stand by them for as long as it takes
- Provide information: [Domestic Violence Resources - Mass.gov](http://DomesticViolenceResources-Mass.gov)
- Remember that the most dangerous time for a victim is right after they leave the relationship. The VICTIM NEEDS TO HAVE A SAFETY PLAN

Teens and the Law

- Teens can obtain a restraining order
- Minors go to Family Court with a parent
- 18 or older, go to District Court
- If abuser is a minor, restraining order will also be served to parents
- Remember, the Restraining order is only a piece of paper... NEED A SAFETY PLAN

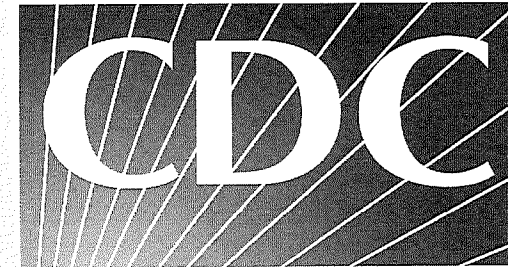
How can I help??

- Assure Confidentiality
- Be understanding, non-blaming, honest and supportive
- Listen and validate feelings
- Acknowledge the abuse, show concern
- Ask questions
- Remind them of their strengths, compliment them
- Assess for danger and Express Concern

Don't....

- Judge or blame
- Pressure
- Assume victim wants to leave the relationships
- Talk to victim and abuser together
- Place conditions on your support
- Put down the abuser

Teen Sexuality



CENTERS FOR DISEASE
CONTROL AND PREVENTION

[Results](#) | [YRBSS](#) | [Data](#) | [Adolescent and School Health](#) |
[CDC](#)

For more information..

- www.cdc.gov
- www.janedoe.org/
Jane Doe Inc.
- **Massachusetts:** SafeLink 1-877-785-2020
TTY: 1-877-521-2601.
- **National Domestic Violence
Hotline** 800-799-SAFE (800-799-7233).

What is sexuality?

What percentage of teens are sexually active?

Do teens protect themselves and their partners from pregnancy and/or STI's every time they have intercourse?

Why would teens risk unprotected sex?

What are risks associated with premature sexual activity?

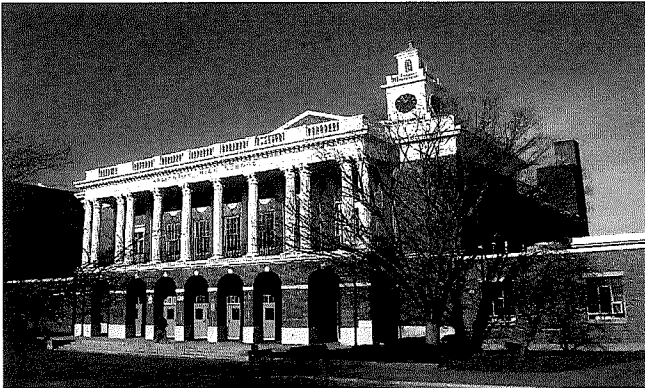
What percentage of teens in the U.S. become pregnant each year?

What percentage of teens in the U.S. get infected with STI's each year?

3r's - Rights, Respect, Responsibility

[Lesson Plans - Rights, Respect, Responsibility ... - Advocates for Youth](#)

Pregnancy Prevention



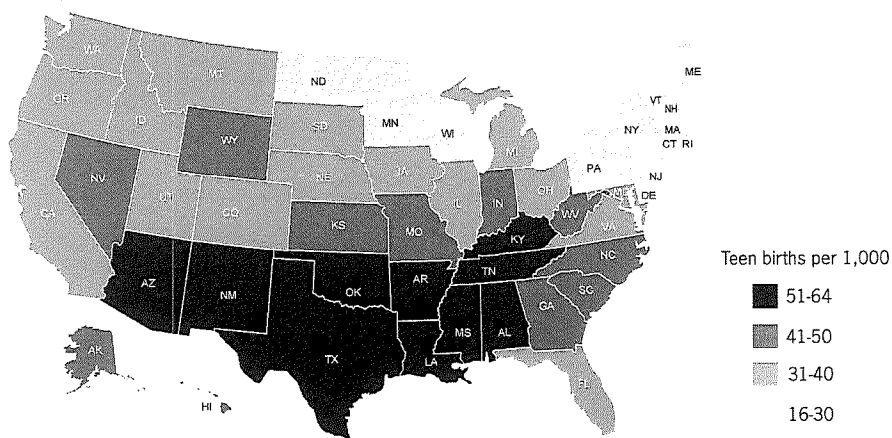
[Youth Risk Behavior Survey- Arlington](#)

Video: Sex and Consequences

[Discovery Education: Digital Textbooks and Educational Resources](#)

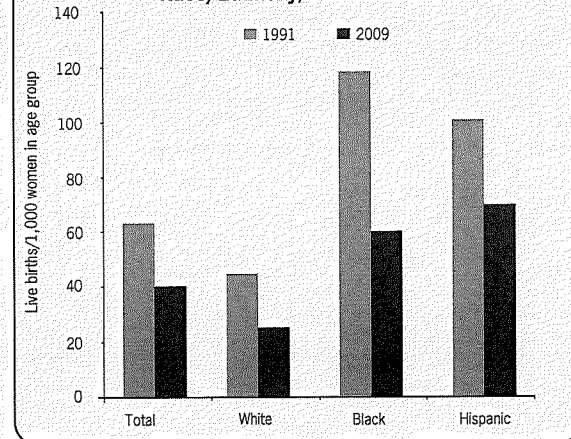
Teen birth rates by state per 1,000 girls aged 15-19 years, 2009

Teen birth rates were lowest in the Northeast and upper Midwest and highest across the southern states.



SOURCE: National Center for Health Statistics; 2009.

US Birth Rates for Teens 15-19 Years by Race/Ethnicity, 1991 and 2009



SOURCE: National Center for Health Statistics; 2010.

What is contraception? How does contraception work?

What are the various methods of birth control?

What is the difference between natural, over-the-counter and prescription methods:

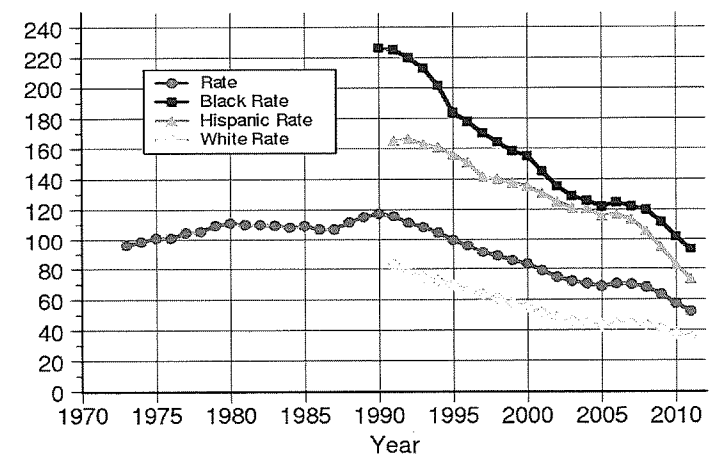
What are reasons teens have for using birth control? For not using birth control?

Do most teens take precautions to avoid pregnancy and STI's?

Do you think most teen couples communicate about birth control? Why or why not?

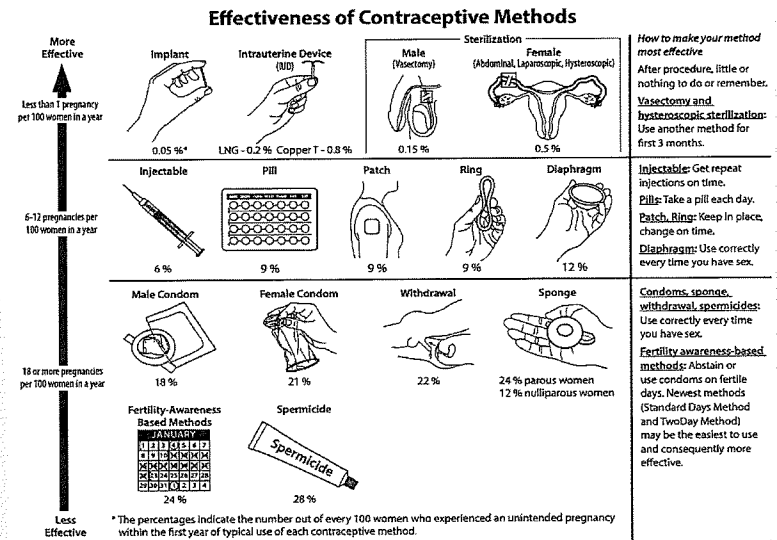
What are questions people should consider when choosing a method of birth control?

US Teen Pregnancy Rate



All About Birth Control

Birth Control - Planned Parenthood



Contraceptive Methods PPT

Teachers | Teaching Sexual Health – A resource for Alberta teachers

Fertilization & Pregnancy

<https://www.plannedparenthood.org/learn/pregnancy>

Power to Decide: The Campaign to Prevent Teen Pregnancy

[Sexual Health Resources | Power to Decide](#)

What does STD and STI stand for?

What are examples of Sexually Transmitted Infections?

What are the most common STI's?

Why are STI's so dangerous? Why are STI's so widespread?

How do STI's spread?

What bodily fluids transmit STI's? Which do not?

Can you tell just by looking at someone if he/she has an STI?

Discovery Education video "Choosing Abstinence"

[Discovery Education: Digital Textbooks and Educational Resources](#)

Sexually Transmitted Infections (STI's)

<https://www.cdc.gov/std/prevention/lowdown/index.html>

Sexually Transmitted Infections

Infections that are most commonly passed through sexual contact:

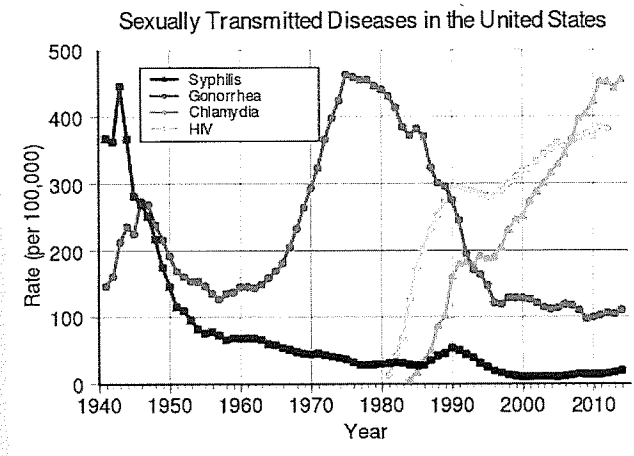
- Oral
- Vaginal
- Anal
- Skin-to-skin



CENTERS FOR DISEASE
CONTROL AND PREVENTION

[Results](#) | [YRBSS](#) | [Data](#) | [Adolescent and School Health](#)

| [CDC](#)



Transmission

In order for transmission to occur, it is necessary to have:

- A bodily fluid with the germ in it
- A way of spreading the germ from one person to another

Bacterial Infections:

- Bacterial STI's include Chlamydia, LGV, gonorrhea & syphilis
- Can be treated and cured with antibiotics
- Untreated infection can cause Pelvic Inflammatory Disease (PID), infertility, and epididymitis

Methods of Transmission (High Risk):

- Sexual Intercourse (vaginal, anal, oral)
- Blood-to-blood contact
- Sharing needles or other drug-use equipment
- Tattoo or body piercing
- Infected mother to her baby

Bodily Fluids Considered Infectious:

- Semen
- Vaginal fluid
- Blood
- Fluid in sores or blisters

Chlamydia

- The most common bacterial STI
- Greatest number of infections found in people 15-24 years
- Untreated, it can affect the cervix and urethra, and occasionally the rectum, throat and eye
- 50% have NO symptoms (men & women)
 - Can be treated with antibiotics

Gonorrhea: Signs & Symptoms

Females:

- Increased vaginal discharge
 - Painful urination
 - Lower abdominal pain
- Bleeding after sex and between periods
 - Pain during sex

Males:

- Thick, yellowish-green discharge from penis
 - Painful urination
 - Testicular pain or swelling
- Rectal pain, discharge or itching

Viral STI's:

- Viral STI's include HPV, HIV, Herpes, & Hepatitis B
 - There is no cure
- Medication available to treat symptoms only
- Can pass onto others for the rest of your life

Gonorrhea

- The 2nd most common bacterial STI
- Most common in people aged 15-29
- Can affect the cervix, urethra, rectum, throat, and occasionally the eyes
 - Can be treated with antibiotics
- Often, NO symptoms, especially in females

Safer Sex

<https://www.plannedparenthood.org/learn/stds-hiv-safer-sex>

Evidence Cover Sheet

Directions: Click on the link that for the language that you submitted last spring: [18-19 Goal Objectives](#). Please use the language from that document for the cover sheet.

Goal:

Goal Objective 2.1 Professional learning for educators will reinforce targeted components of the academic curriculum, social emotional competencies and pedagogy, and will emphasize culturally competent and data-informed instructional practices that support student learning and growth.

Progress:

Teachers at the Gibbs incorporated technology tools to address and enhance Social Emotional Learning. Specifically in 6th grade, they worked on Growth Mindset through an array of mediums, including, Playlists, signs, Google Doc collection, video's, etc.

Evidence/Metrics:

Examples of Playlists, video, Google check in forms, Room Bulletin Boards, etc.

Gibbs PE Social & Emotional Wellness Check In-1

Form description

Compared to the start of the school year, my overall stress level is less. *

| | | | | | | |
|------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Totally DISAGREE | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Totally AGREE |

My PE classes have helped me to become more knowledgeable about Growth Mindset. *

| | | | | | | |
|------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Totally DISAGREE | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Totally AGREE |

Gibbs PE Social &

SEND



QUESTIONS RESPONSES 158



PE classes have offered opportunities for me to practice brain breaks or mindfulness activities. *

| | | | | | | |
|------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Totally DISAGREE | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Totally AGREE |

There is a "Time & Space" area in the Gibbs Gymnasium with sensory tools to help manage my stress if I need it. *

- ☐ Yes
- ☐ No
- ☐ I don't know

My PE teacher helps me by reminding me of words I can change to move from a Fixed Mindset to a Growth Mindset. *

| | | | | | | |
|------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Totally DISAGREE | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Totally AGREE |



Benefits of Each Technique

Core Stretch

- Improves posture, flexibility and endurance
- Reduces feelings of sluggishness and positive mood
- Reduces feelings of depression and stress
- Increases energy levels due to increased levels of serotonin

Quick Sprint

- Helps to release stress
- Creates feelings of happiness through release of endorphins in the body
- Increases energy levels
- Strengthens legs, arms, and core

Laugh a Little

- Reduces stress
- Improves immune system and overall health
- Decreases blood pressure and pulse, which then drops lower after laughing
- Helps connect people with others

Day Writing

- Allows for mental clarity and happiness
- Improves concentration and focus

Visualization

- Improves memory, focus, and concentration
- Reduces self-consciousness
- Promotes sense of calmness and relaxation

Sit and Read



1. Find a book or magazine to read
2. In a chair or on the floor, sit up straight
3. As you sit up straight, read at your own pace

Quick Sprint



1. In a safe location, sprint quickly from one end of the room (or hallway) to the other
2. After the quick sprint, inhale slowly and breathe in and out slowly

Visualization



1. Sit in a comfortable position
2. Close your eyes
3. Picture a place that makes you happy (vacation spot, your room, anything)
4. Slowly breathe in and out while you are visualizing

Jogging in Place



1. Stand up tall
2. Jog in place for 30 seconds
3. Stop and stand still while breathing in and out

Sit and Breathe



1. Sit in a comfortable chair or location
2. Sit up straight
3. Slowly breathe in and hold your breath for 1 second
4. Slowly breathe out
5. Continue for at least 10 breaths, or longer

Benefits of Each Technique

Stretching Pose

- Increases flexibility in leg
- Reduces tension in muscles
- Increases circulation in body
- Helps to calm the mind and reduce stress

Sit and Read

- Increases positive mental focus and concentration
- Reduces stress
- Improves memory
- Helps enhance state of relaxation and calm

Sit and Breathe

- Reduces stress and feelings of anxiety
- Lowers heart rate and blood pressure

Gum Chewing

- Allows for focus on slow breathing
- Improves concentration and focus
- Decreases energy and sense of feeling awake

Jogging in Place

- Helps to release stress
- Creates feelings of happiness through release of endorphins in the body
- Increases energy levels
- Strengthens legs, arms, and core

Journal Writing

- Reduces stress levels
- Helps to manage feelings of anxiety, anger, or sadness
- Allows you to move through problems

Tree Pose



1. Stand up tall with both feet together
2. Shift your weight to your left foot
3. Bend your right knee and lift the sole of your right foot to touch the inside of your thigh
4. Keeping your balance, lift both arms above your head with palms together, bring your hands with palms still together to your heart
5. Hold for 30 seconds and repeat with the opposite leg

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Downward Dog



1. Stand up tall with your feet hip width apart
2. Bend forward at the waist and bend your knees
3. Reach down and place both hands firmly on the ground
4. Straighten out your back and legs so that your body makes an upside down "V" shape
5. Hold for 40 seconds and then release out of the posture the opposite way you came in

Child's Pose



1. Start in a kneeling down position
2. Drop your bottom towards your heels
3. Stretch the rest of your upper body down and forward
4. Once your arms are stretched out, rest your arms and forehead on the floor
5. Rest your chest on your thighs
6. Breathe deeply in and out

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Benefits of Each Technique

Tree Pose

- Stretches your back, leg, and arms
- Helps improve concentration
- Helps improve balance
- Calms your mind and thoughts
- Improves your posture

Downward Dog

- Stretches the backs of your legs
- Stretches your back and elongates your spine to relieve tension
- Helps bring awareness to breathing
- Strengthens your arms and shoulders
- Calms the nervous system to help relieve stress

Child's Pose

- Stretches thighs and hips
- Brings oxygen to brain, helping stress and fatigue
- Relaxes the neck and back

Cat Pose

- Increases blood circulation to the body
- Strengthens hands, wrists, and shoulders
- Improves digestion by massaging internal organs
- Increases flexibility of spine
- Calms and relaxes the mind

Warrior Pose

- Stretches your hips and shoulders
- Increases stamina and concentration
- Helps improve balance
- Improves breathing and circulation in body
- Helps to energize the body

Stretching Pose



1. On the ground, sit up straight
2. Place both feet outward in front of you
3. Lock your knees and contract leg muscles
4. Lift your hands up over your head and then reach forward to your toes
5. Reach as far as you can. Feel a light stretch sensation but not pain

Cat Pose



1. Start with hands and knees on the floor
2. Keep your hands directly below your shoulders and your knees directly below your hips
3. Look forward and middle of your feet
4. As you exhale, round your back up towards the ceiling. And your back and look to the ground
5. Continue 10 - 15 more times

Warrior Pose



1. Stand up tall with both feet hip width distance apart
2. Step your feet apart wide and your right knee
3. Spread your arms out to the right and left
4. Turn your right foot out 90 degrees
5. Pivot your hips to the right
6. Look directly over your right foot
7. Hold the posture and then repeat with the opposite side

© 2012 Yoga Poses

5 4 3 2 1 Grounding Exercise



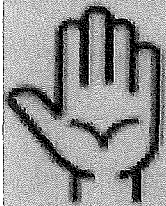
Ocean

Mount
ains

Woods

Beach

Animals



Soft
stuff

Squishies

Dogs
😊

Slime



Music
♪

Ocean
rain

Windy
Storms



Ocean

Out
side



Taste





Verizon

4:45 PM

86%

< Playlists

Edit

**Ho Hey**

The Lumineers

**You Are My Sunshine (P...**

Don Dispo & Whattaman

**Spectre**

Alan Walker

**We Found Love (feat. Ca...**

Rihanna

**Trampoline**

SHAED

**Rise Up**

Andra Day

**Fun (feat. Chris Brown)**

Pitbull

**Break Ya Neck (Instrume...**

Living Force



15 Songs, 1 hour, 11 minutes



Not Playing



Library



For You



Browse



Radio

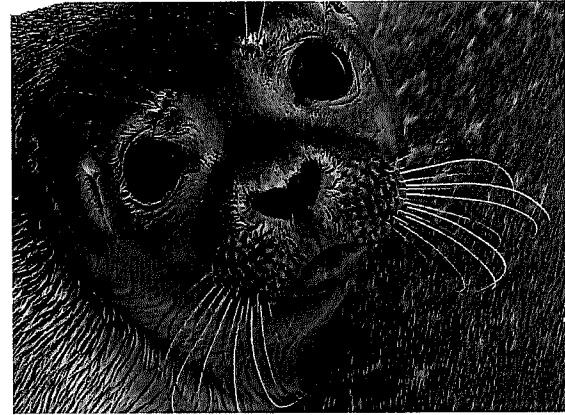


Search

Tessa Perrone-Compton



Vera Louise Sotelo Newhall



Sophia Goes



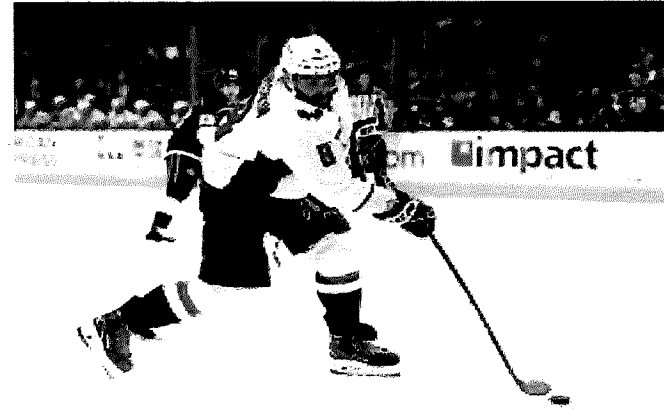
Mazen Abukhalaf



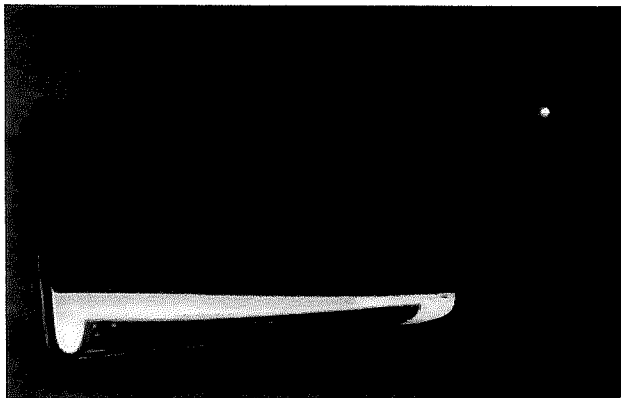
Lucas Bruno



Kai Querze



Alex Spingler



Jin Choi



Evidence Cover Sheet

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Goal:

Goal Objective 2.1 Professional learning for educators will reinforce targeted components of the academic curriculum, social emotional competencies and pedagogy, and will emphasize culturally competent and data-informed instructional practices that support student learning and growth.

Progress:

The High School teachers developed the Relaxation Course as an elective this year. The course outline is complete and attached.

Evidence/Metrics:

Relaxation Course Outline.

Relaxation Course

Course Goal: Students will take a personal approach to identifying and managing stress by incorporating mindfulness techniques into their day-to-day lives (Healthy/Daily/Habit HDH).

Objectives:

- Define stress - what is it, what causes it, what decreases it, what prevents it
- Identify personal triggers
- Experiment with relaxation techniques
- Create a personal relaxation plan

Core Activities:

- Definitions - stress, relaxation, triggers, mindfulness, meditation, autogenics, ayurveda, other theories/practices(?)
- Initial assessment - to be repeated at end of course
- Keeping a log - compiled into final, personal relaxation plan
 - Mood(s)
 - Stresses/Stressors
 - High point (opt)
 - Low point (opt)
 - Appreciation of the day
 - Food (opt)
 - Mindful act of the day
- Nature theory
- Meditation
- Breathing
- Yoga
- Food/Cooking/Mindfulness
- Hobbies
- Massage/Acupressure/Reflexology
- Final reflection - personal reflection on the activities within the course, experience with the log, and awareness of personal triggers and relaxers.

Proposed Calendar

- 18 class meetings (no long blocks)
- First day materials may take more than one day. If so, take a day away from Yoga or Massage.

Meeting 1:

1. Introduction to course
2. Expectations, rules, grading
3. Initial questionnaire - on Classroom
4. Explain journal and set up
5. Definitions

- a. Stress - What stresses us out? Universal stressors vs. individual stressors vs. disguised stressors.
 - b. Triggers - How do we know we're getting stressed? Universal signs vs. individual red flags.
 - c. Relaxation - What calms us down/relaxes us? Universal relaxation practices vs. individual calming techniques.
- 6. Challenge! Can you identify at least 2 stress triggers in the moment today? Jot them down!
- 7. Time spent on self-eval in first log entry
 - a. Maybe another online questionnaire? - what makes us calm/happy? Sights, sounds, activities, people, surroundings
 - b. Come to next meeting with a "list" of stressors and relaxers

Meeting 2:

- 1. Re-hash last meeting
 - a. Thoughts from log
 - b. Did you complete challenge?
 - c. Things you noticed
 - d. Things you want to keep an eye out for/be more mindful of (i.e. do I actually feel more relaxed when I _____? Is _____ really stressing me out or is there a disguised stressor involved?)
- 2. Create individual stressors/relaxers collages
 - a. Collages of words and images that fit these categories
 - b. Discuss the diagrams (perhaps need to do this next meeting? Time to finish outside of class?)
 - c. Patterns noticed? Universal vs. individual?
- 3. Discuss core relaxation activities to be addressed
- 4. Focus on mindfulness
 - a. Theories: Stage by Stage relaxation, Meditation, Autogenics, Flow Psychology, Ayurveda
 - b. Explain that we'll be doing some introductory exercises and practicing - there are lots of opportunities to extend the practice
- 5. Challenge! Can you complete the log every day until next meeting?
- 6. Log time

Meeting 3:

- 1. Re-hash last meeting
 - a. Shares from log
 - b. Did you complete the challenge?
 - c. identifying/being alert to stressors/relaxers
 - d. Mindfulness evaluation - need to choose from this site and compile a questionnaire
- 2. No-practice mindfulness exercise
 - a. Can we sit in complete silence and be "aware" of our minds and bodies?
 - b. Try for 1 min, - discuss - who had success and why? Who got distracted and why?

- c. Repeat, this time practice for 3min.
- 3. Breathing exercises
 - a. Why mindful breathing is helpful
 - b. Practice techniques
 - i. Instructional video - goes over objectives and techniques - Livingstone
 - ii. Practice these breathing techniques
 - 1. 1 minute practice just play music
 - 2. 1 minute practice nature images and sounds
 - 3. 1 minute practice w/ music and images
 - c. Discuss which session was most relaxing and why
 - d. Discuss how these can be incorporated into daily practice
- 4. Challenge! Can you do two breathing exercises before next meeting?
- 5. Log time

Meeting 4:

- 1. Re-hash last meeting
 - a. did you complete challenge?
 - b. Shares from log
 - c. What is/is not working with breathing exercises? What can we do to improve these exercises, be more mindful, incorporate more positive energies into our days, and eliminate more negative energies?
- 2. Breathing exercise practice
- 3. Challenge! Can you visualize a “perfect” relaxation zone (your happy place) - describe in words or illustrate.
- 4. Log time

Meeting 5:

- 1. Re-hash last meeting
 - a. Did you complete the challenge?
 - b. Shares from log
- 2. Discuss meditation build off breathing mindfulness
 - a. Theories: Chopra, Autogenics
- 3. Meditation exercise(s)
 - a. Initial relaxation w/ script
 - b. Discuss successes and challenges with meditation
 - c. Fish metaphor
 - d. Practice again, if time
- 4. Challenge! Can you do two meditation exercises before next meeting?
- 5. Log time

Meeting 6:

- 1. Re-hash last meeting
 - a. Did you complete the challenge?
 - b. Shares from log

- c. Have you noticed any patterns in what helps you maintain focus and what always distracts you (pops up on your hook)?
2. Meditation exercises
 - a. Practice Stage-by-Stage Relaxation
 - b. AND/OR 15 minute relaxation audio program
 - c. Bring attention to Mindfultogo - try one, if time
3. Challenge! Can you try two different Mindfultogo meditations before next meeting?
4. Log time

Meeting 7:

1. Re-hash last meeting
 - a. Did you complete the challenge?
 - b. Shares from log
2. Discuss nature relaxation theory
 - a. Professor Michael Posner
 - b. Why might being “in touch with nature” help with mindfulness and relaxation?
 - c. What are ways we can incorporate more nature into our lives? (including on bad weather days and/or days you can’t get outside)
3. Walk! - preferably take class on a walk along path - field trip potential (Walden pond, Decordova, etc. - later in course would work, too).
 - a. While walking: take moments to be present (both solo and with others), observe surroundings, take mental note of fish hooks and swaying algae
4. Challenge! Can you incorporate nature theory into two, separate days before next meeting?
5. Log time

Meeting 8:

1. Re-hash last meeting
 - a. Did you complete the challenge?
 - b. Shares from log
 - c. In what way(s) were you able to connect with nature these past few days?
2. Create a false nature and complete a mindfulness exercise
 - a. Establish an indoors getaway that engages all the senses. Observe what does and does not work for you in regards to mindfulness and relaxation.
3. Challenge! Can you create your own indoor getaway at home/on the go?
4. Log time

Meeting 9:

1. Re-hash last meeting
 - a. Did you complete the challenge?
 - b. Shares from log
2. Introduce yoga
 - a. Discuss basic poses
3. Introductory yoga exercise

- a. “Restorative Yoga” - 16min. - goes over some yoga basics but also rehashes breathing and mindfulness
 - b. Discuss experience - what was challenging, what was helpful, etc. Were you aware of stresses?
4. Challenge! Can you look through and try the basic yoga poses at least once through before we meet next?
5. Log time

Meeting 10:

1. Re-hash last meeting
 - a. Did you complete the challenge?
 - b. Shares from log - we’re a little over half-way through the course. At this point, reevaluate - do you feel any more in-tune with ayurveda? Are you better able to recognize stress? Are you better able to de-stress yourself?
2. Yoga exercise
 - a. “Energize” - 24min. more traditional yoga basics
3. Challenge! Can you practice the basic yoga poses once more through before we meet next?
4. Log time

Meeting 11:

1. Re-hash last meeting
 - a. Did you complete the challenge?
 - b. Shares from log
2. Yoga exercise
 - a. “De-Stress” - 28min. a few additional poses
3. Challenge! Can you come up with your own, 15-20min. cycle of poses that will help you stretch, relax, and be mindful?
4. Log time

Meeting 12:

1. Re-hash last meeting
 - a. Did you complete the challenge? Does anyone want to lead the group through their own yoga set?
 - b. Shares from log
2. Discuss food theory
 - a. Ayurveda recap
 - b. Raisin Meditation and/or Chocolate Mindfulness Exercise
 - c. Briefly discuss other mindfulness activities that can be done in all types of situations (quiet/loud, alone/in a crowd, lots of time/none, etc.)
 - d. Everyone picks one or two to try now.
3. Challenge! Can you attempt at least two mindfulness activities before we meet next?
4. Log time

Meeting 13:

1. Re-hash last meeting
 - a. Did you complete the challenge?
 - b. Shares from log - how has mindfulness helped? How/why is it challenging?
2. Discuss the theory behind relaxing hobbies
 - a. Choose one that requires your mind and body to participate together - be in the moment
 - b. Do one at a time - again, be in the moment!
 - c. Pay attention to yourself - do you feel good when: you're doing something solo, making something, moving around a lot, you're in nature, etc.?
 - d. Let's dance! - just let yourself be loose
3. Challenge! Can you grant yourself the time to try one or two hobbies for an hour on two, separate days before we meet next? ALSO, bring a hobby to our next meeting.
4. Log time

Meeting 14:

1. Re-hash last meeting
 - a. Did you complete the challenge? Tell us about allowing yourself time to pursue a hobby.
 - b. Shares from log
2. Hobby time! - spend time with your hobby. Try to maintain the mind-body connection while also being aware of your self and what factors today are helpful and which are distracting.
 - a. Also, take advantage of our colleagues here - if you're interested in a hobby but don't know how to get started, I'm sure someone here knows how and would be willing to teach you!
3. Challenge! Can you grant yourself the time to try one or two hobbies for an hour on two, separate days before we meet next?
4. Log time

Meeting 15:

1. Re-hash last meeting
 - a. Did you complete the challenge?
 - b. Shares from log
2. Discuss the theory behind massage and accupressure - additional, helpful article
 - a. Examine the reflexology chart and explain common trigger points targets
 - b. Spend ~15 minutes attempting to engage trigger points in feet and shoulders - may need tennis balls/golf balls/foam rollers
 - c. Practice self-massage with quick video by Lazy Dancer
 - d. Briefly discuss reflexology theory and point out trigger targets on chart
3. Challenge! Can you be mindful of your body and mood over the next few days and, when something negative arises, attempt to engage the trigger point that is supposed to help alleviate pain? Report back!
4. Log time

Meeting 16:

1. Re-hash last meeting
 - a. Did you complete the challenge? Were any of the trigger point therapies successful?
 - b. Shares from log
2. Continue to practice self-massage
 - a. You Tube - quick rundown of pressure points and what they help
 - b. 9 Best Points to Relieve Stress and Anxiety
 - c. Chart of pressure points within the hand
3. Challenge! Can you choose a method of self-massage and practice it at least twice before our next meeting? Also, come prepared next meeting to engage in 1-3 relaxation activities you would like to spend a little more time exploring.
4. Log time

Meeting 17:

1. Re-hash last meeting
 - a. Did you complete the challenge?
 - b. Shares from log
2. Choose your own relaxation adventure - what 1-2 activities would you like to spend more time on? Keep in mind that this can and should inform your final reflection.
3. Re-take initial questionnaire - use to inform final reflection.
4. Challenge! Can you finish your final reflection?
5. Log time

Meeting 18:

1. Share out from final reflection.
2. Discuss ways to expand certain practices.
3. Challenge! Can you incorporate relaxation activities and techniques into your daily lives?
4. Final thoughts/questions.

Additional Meeting!: Tracking your week to find out where relaxation/mindfulness fits.

1. Journal/snack time. - re-hash last meeting.
2. Discuss how they're doing with the challenges so far.
 - a. Are they success more often than not?
 - b. What can they do to better attack these challenges?
 - c. How are their stress levels these days? How are they in comparison to the beginning of the course?
 - d. What can all of us do to better set ourselves up for success in managing stress and anxiety?
3. Access the tracker template (NEED COMPS)
 - a. Spend majority of class time filling in the template as best they can. They will be working from the start of the week (ideally this is done on the second meeting of the week), working up to today, and then predicting the final few days of the week. DO YOUR BEST - as best as you can remember, how was your time used

up? What did you do? Where were you? (How were you feeling - if you can remember!).

- b. Fill in the tracker from Monday until today - again, as best you can.
 - c. Before you go past this present moment on the tracker, evaluate your time. What activities consumed the most of your time? What activities, that you chose to do, helped in your wellness (mental, physical, emotional, etc.)? What activities, that you chose to do, were not so helpful? Was there time for mindfulness?
 - d. NOW, before you continue on into the future ask yourself: CAN I work mindfulness into my week? Are there activities I can lessen/get rid of entirely? Are there things I can move around? In other words, can I plan moments JUST for wellness? (Don't forget that a good amount of sleep is part of your wellness plan, too!).
4. Challenge! Submit this template on Classroom before next class - even better if you can schedule in some wellness time and actually do it!

Evidence Cover Sheet for Goal Objective 2.1

Science

Directions: Click on the link for the language that you submitted last spring: [18-19 District Goals](#). In addition, here are the links to the [Transferable Skills](#) and [Vision of Student and Learner and Global Citizen](#).

Goal Objective 2.1 Professional learning for educators will reinforce targeted components of the academic curriculum, social emotional competencies and pedagogy, and will emphasize culturally responsive and data-informed instructional practices that support student learning and growth.

District Goal/Rationale: (How does this connect to the language in goal objective 1.1? More specifically, how does it connect to transferable skills, district's vision of student as learner, and align with state standards?)

Teachers were asked to focus student work on critical thinking, communication skills, as well as developing and defending arguments based on evidence, focus on discourse, observe analyze and synthesize information.

Action: (What is the action?)

Grades 1-5

Teachers were asked to utilize summer curriculum support in order to meet and plan strategies for moving forward to improve the FOSS implementation with informational reading texts, note-booking, and building arguments based on evidence.

Grades 6-8

Teachers met not only during summer curriculum days but also during numerous departmental and building based meetings to discuss and plan implementation strategies for using the iScience resources.

Grades 9-12

Teachers met during summer curriculum days as well as numerous department times to refine and discuss the new co-taught/A level course materials. Teachers are utilizing each other as resources to help implement the new curricular resources – department time, PLC time, and all day release time were effective in starting and maintaining work in these areas (FOSS, iScience, Co-taught curricula.)

Progress:

Teachers met during summer curriculum days as well as numerous department times to refine and discuss the new co-taught/A level course materials. Teachers are utilizing each other as resources to help implement the new curricular resources – department time, PLC time, and all day release time were effective in starting and maintaining work in these areas (FOSS, iScience, Co-taught curricula.)

A great start but continued work is needed to refine the strategies and materials at all levels. Some Title IV funds have been targeted for this work.

Description of Evidence:

Gr 1-5: Professional development days (summer and school year were utilized.) Meetings with a Foss expert occurred 3 times.

Gr 6-8: Several workshops were held with iScience staff through arrangement with McGraw-Hill. These occurred during summer curriculum time as well as during after school ER time.

Gr 9-12: Summer curriculum development time was utilized as well as department meeting time and PLC time to review new curriculum documents with teachers.

An example of a new lesson is attached.

GOAL 2.1 Document for 1-5 PD

FOSSconnect

The Assessment Corner: FOSSmap 2.0 is here!

[Share Print Comments](#)

Kathy Long | October 24, 2018

The FOSS team is excited to announce FOSSmap 2.0, new for this school year. For the past year, we have been working with Delta Education and LinkIt! to make this dream come true. LinkIt! is an established online assessment provider that is customizing their system to help us bring you a new and improved online assessment system for FOSS. For those of you who have used FOSSmap through the "proof of concept years," we think that you will be very pleased with the new system.

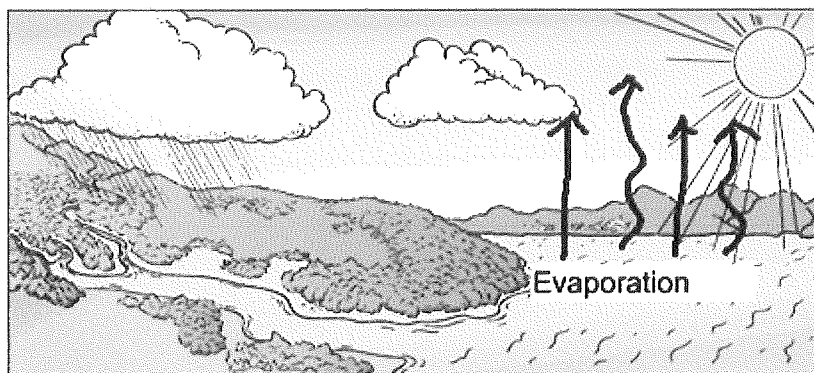
Unlike previous versions, to use the new FOSSmap system, you first set up a class page on FOSSweb (the main FOSS website), giving each student a unique email-formatted login and unique password. The good news about this, is that students will use this unique login and password all year long—you no longer have to generate new access codes every time the class starts a new module.

There are three main actions that teachers will use in FOSSmap: assigning online tests, coding the items that need manual coding, and accessing progress reports. To start any of these actions, teachers login to FOSSweb, then go to their module detail page and click on FOSSmap to enter the online system. Teachers will use the online testing portal for all of the first two procedures. When assigning online tests, teachers can also preview the items, even take them as if they were a student, but the system will not record any data. Once an assessment is assigned, it remains open until all students have completed it or the teacher closes the access.

When students take the tests, they will encounter several different formats of items. There are the traditional multiple-choice, and multiple-answer items (often drag and drop), short answer, and constructed-response type items, some of which include drawing. The new FOSSmap has an art palette that makes it easy for students to draw on a computer or pad. No more need to print out those items and have students complete them on paper although that is certainly still an option.



8. The water that we drink and that falls as rain and snow is the same water that has always been on Earth. There is no new water. Draw arrows on the diagram to show the process of how water gets recycled.

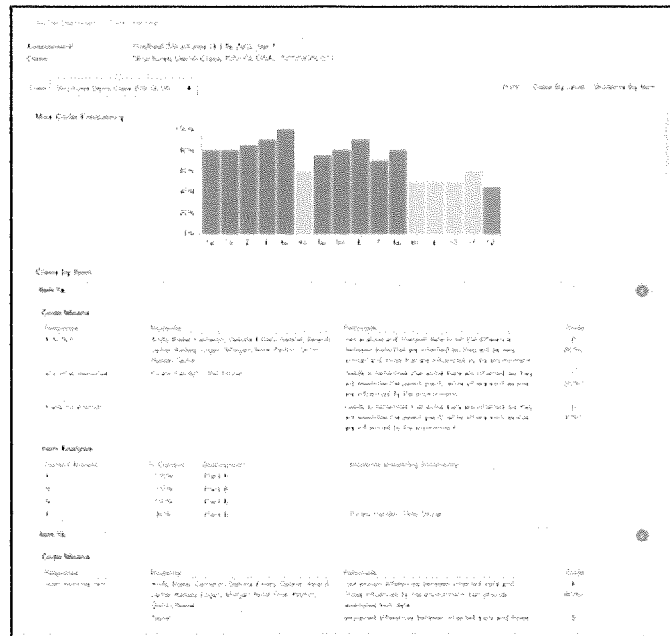


Powered by LinkIt!

An art palette in FOSSmap.

FOSSmap provides many of the tools that students experience on standardized state assessments, such as being able to enlarge text, zoom in and out, use a line reader, and hear an audio recording of the item text. Students using the new FOSSmap will be very well versed in test procedures when it comes to annual testing.

When the entire class has completed a test, teachers go to the coding section of the program to evaluate items that require manual coding (scoring). You will not be able to access reports until this coding is completed. The system is set up so you code all students on one item before moving on to the next item. This configuration is important (as opposed to coding all items for one student before moving on to the next student) because it allows you to keep the same mindset from case to case so that you are a more consistent coder; timewise it is also much more efficient because you don't have to keep changing your mindset from one coding guide to another with each item you are coding.



A Max Code Frequency chart in FOSSmap.
Click on image to view full-size.

| Item 3. | | | |
|--------------------|---|---|--------------------------------|
| Code Means | | | |
| Response | Students | Rationale | Code |
| N, Y, Y, N | Andy, Blake, Cameron, Dakota, Emery, Gabriel, Hayden, Ireland, Jamie, Kelsey, Logan, Morgan, Noah, Olie, Peyton, Quinn, Reese, Skylar | can tell the difference between behavior patterns that are social and other survival behaviors | 3 (90%) |
| N, Y, N, N | Finley, Taylor | recognizes social behavior in group context; needs to remember behaviors, such as communication, are also social. | 2 (10%) |
| any other response | | needs to be able to recognize patterns of social behavior in animals. | 1 (0%) |
| made no attempt | | needs to be able to recognize patterns of social behavior in animals. | 0 (0%) |
| Item Analysis | | | |
| Correct Answer | % Correct | Description | Students answering incorrectly |
| N | 100% | Chameleons can change to the color of their surroundings. | |
| Y | 100% | Lions hunt together, but the male lion eats first. | |
| Y | 90% | Frogs croak in a pond at night. | Finley, Taylor |
| N | 100% | Horseshoe crabs bury their eggs in the sand. | |

A Class by Item report in FOSSmap. Click on image to view full-size.

Many of you will be happy to know that we have restored the Class by Level reports. These reports place students into one of four progress levels: Notions (1), Recognition (2), Conceptual (3), and Strategic (4). These progress levels are described in detail in all Assessment chapters. Student placement into a level is based on an analysis of item difficulty and the student's overall performance. Many teachers like to use this report for assigning grades. If that is the case, we recommend that the Conceptual level be the

"proficient" level or "meets standard" level, and is the level that we strive for all students to achieve. The Strategic level, then is the "exceeds standard" level.

[illegible]

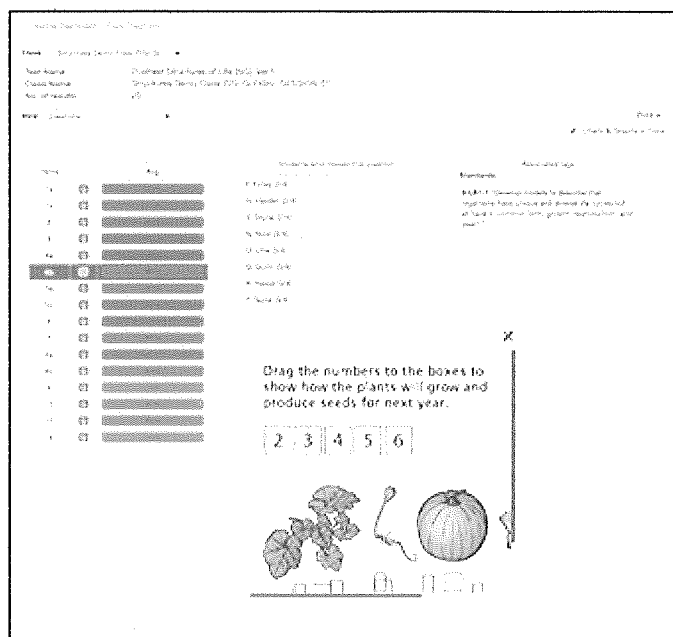
A Class by Level report in FOSSmap.
Click on image to view full-size.

The Student by Item report is another report that is remaining in the new system. This report provides information about the highest code possible for each item, the code the student received on each item, and a description of what that means they can do/ know or what they need to work on. Teachers can add a grade if they wish, but we believe the most valuable information to parents will be the narrative of what their child can do (knows) and where he or she needs help.

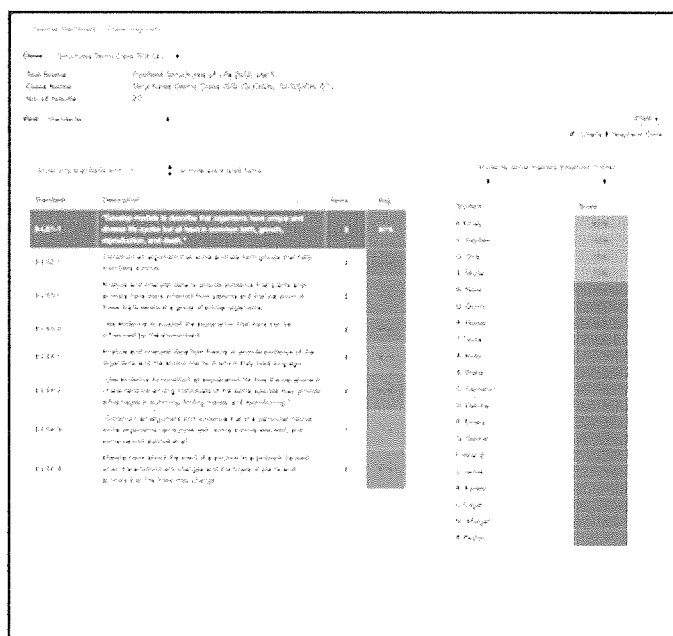
Reports that are new to FOSSmap are the Class Diagnostics **by Standards** and the Class Diagnostics **by Questions** reports.

The Class Diagnostics **by Standards** report shows the NGSS performance expectations and how many items contribute to the evidence for a student achieving that standard. (You can find the specific items that contribute to each standard on the last page of the Assessment Coding Guide chapter for each module.) It also provides a percentage for the class. That percentage is based on using the codes as points, then comparing the total possible points to those awarded to students.

Likewise, the **Class Diagnostics by Questions** report shows you a percentage for each question, and you can also click to open a report that lists the students and which code they received. We think that these reports will be very helpful to those districts using standards-based report cards.



*A Class Diagnostics by Question report in FOSSMap.
Click on image to view full-size.*



*A Class Diagnostics by Standard report in FOSSMap.
Click on image to view full-size.*

We are very happy with the new system, but as is inevitable with a new system there will be bugs to be worked out the first few months the system is in operation. We are confident that overall the system will work as intended, but we need all of you to partner with us to make sure that is the case. If you see anything amiss in the program, please report that to us as soon as possible at either or both support@fossweb.com or support.techscience@schoolspecialty.com. It's always good

to include the type of device you were on, the browser you were using, and a screen shot of any error messages you get. Together we can make this a great system that will save teachers a lot of coding time, and provide you with lots of valuable information for teaching FOSS, while providing students with the best experience possible.

GOAL 2.1

PD for 1-5

Invoice

Arlington Public Schools
Arlington, MA
June 6, 2019

For services rendered:

Workshop for gr 1-5 elementary science leaders held at Arlington HS on Jun 6, 2019.

Workshop Topic: Creating Common Assessments in Science for Grades 1-5

Presentation time: 6 hrs @ \$50/hr

Preparation time: 4 hrs @ \$50/hr

| | |
|-------|-------|
| Total | \$500 |
|-------|-------|

Please make check payable to:

Ronald DeFronzo
170 Leawood Lane
Attleboro, MA 02703

GOAL 2.1

Invoice.docx

Open with

PD for 1-5

Invoice

Arlington Public Schools
Arlington, MA
Jan 28, 2019

For services rendered:

Workshop for gr 1-5 elementary science leaders held at Arlington HS on Jan 23, 2019

Workshop Topic: Creating Common Assessments in Science for Grades 1-5

| | |
|------------------------------------|------------|
| Presentation time: 7 hrs @ \$50/hr | \$350 |
| Preparation time: 8 hrs @ \$50/hr | <u>400</u> |
| Total | \$ 750 |

Please make check payable to:

Ronald DeFronzo
170 Leawood Lane
Attleboro, MA 02703

GOAL 2.1 ASSESSMENT MEETING 1-5



Cory

Tue, Jan 15, 9:45 AM

Bavuso <cbavuso@arlington.k12.ma.us>

to me

Elementary common assessment meeting is January 23rd.
Grades 4 & 5 FOSS meeting is January 29th.

Mrs. Cory Bavuso
Science Teacher
Arlington High School

GOAL 2.1 PD for 1-5

Cory

Wed, Oct 17, 2018, 1:18 PM

Bavuso <cbavuso@arlington.k12.ma.us>

to Adrienne, Alexis, Candace, Daniela, Eileen, Elena, Elizabeth, Elizabeth, Emily, Gayle, Hailey, Jaime, Jennie, Jennifer, Jillian, Kate, Katherine, Kim, Kim, Laura, Liz, Lynne, Marybeth, Nancy, Sara, Sarah, Theodora, me

Good afternoon teachers,

1st grade will have science PD on Tuesday, October 23rd. Please plan to spend this time working with your team in your building. Toward the end of your meeting, please have one team member submit this [Google Form](#).

It will be up to you to decide how to spend this time. Some possible tasks you might consider working on would be...

- organizing materials from the FOSS kits
- creating an inventory of science materials. What do you have? What do you still need? Did you get everything you ordered this summer?
- Think about timing; how long will you spend on each kit? When will you switch units?
- Introduce new teachers to [FOSS web-based resources](#)
- Introduce new teachers to the [Teacher Resources Website](#), which was created by our amazing science leaders.

GOAL 2.1

AD for 6, 7, 8

iScience discussion group

Early Release Day Meeting, room 333, Feb. 26, 2019

Discussion about pacing and iScience use.

Julie has logged the students in already, she said the World Geo dept. also uses McGraw Hill. She has written instructions on the best way to do this.

For detailed lab reports they can't submit it in the system- the online journal resources, worksheets, exit tickets etc. can't be submitted like they can on google classroom. You'd have to go to each computer to see what they wrote or have them print them out. The fact that we can't access from our computer what they are working on feels like we are moving backwards. We are unable to give real-time feedback this way.

Reading guides- Julie has done these on paper, they worked well, good spacing and graphic organizers for all levels.

Quick Quiz- they can submit this and you get the score.

None of the files are labeled, if you click on the folder they are numbered and are hard to identify.

Jen and Alex are going to check in with World Geo teachers in our cluster to find out if our students are already logged in. We are planning to get the kids logged in and set up.

Brandon is going to do a demo/activity in Chapter 2, plate tectonics- lessons 1 & 2, Continental Drift and Sea-Floor Spreading.

We all feel we need a professional day to discuss and look more closely at the new curriculum and standards for next year.



GOAL 2.1

PD FOR 9-12

Larry Weathers <lweathers@arlington.k12.ma.us>

COTAUGHT / A LEVEL CURRIC

Shared science resources

1 message

Cory Bavuso <cbavuso@arlington.k12.ma.us>

Thu, Aug 30, 2018 at 9:31 AM

To: Jason Small <jsmall@arlington.k12.ma.us>, Ted Fiust <tfiust@arlington.k12.ma.us>, Ian Zickler <izickler@arlington.k12.ma.us>, jvautour <jvautour@arlington.k12.ma.us>, Meshia Williams <mwilliams@arlington.k12.ma.us>, Aaron Adair <aadair@arlington.k12.ma.us>, Brian Buck <bbuck@arlington.k12.ma.us>, Lynne Bennett <lbennett@arlington.k12.ma.us>, Mark Petrozzino <mpetrozzino@arlington.k12.ma.us>, John Macuk <jmacuk@arlington.k12.ma.us>, Larry Weathers <lweathers@arlington.k12.ma.us>, Lauren Peterson <lpeterson@arlington.k12.ma.us>, Annalise Abdelnour <aabdelnour@arlington.k12.ma.us>, Joseph Shay <Joshay@arlington.k12.ma.us>, Robin Varghese <rvarghese@arlington.k12.ma.us>, Shannon Knuth <sknuth@arlington.k12.ma.us>, Graham Daley <Gdaley@arlington.k12.ma.us>, David Conneely <daconneely@arlington.k12.ma.us>

Hi friends.

Over the summer, several folks worked on a "shared science resources" folder. This includes standards-based curricula for physical science and biology. Specifically, Aaron Adair worked on the PS stuff, and Meshia and I worked on bio (based on David Conneely's bioA class materials).

These materials are appropriate for A- and B- level students, small group, Summit, Millbrook, etc. We felt it was important to create resources for the highly varied science classes at AHS. Hopefully, you will find this beneficial.

Jason and I are meeting at 10 to discuss the bio curriculum. Please feel free to join us in 415, or stop by with questions any time.

**Also, please share with anyone else who might use it.

Shared Science Resources

If you need this document translated, please call your child's school principal - Si necesita este documento traducido, por favor comuníquese con la escuela de su hijo - Se você precisa este documento traduzido, entre em contato com a escola do seu filho - Si vous avez besoin de traduire ce document, s'il vous plaît contacter l'école de votre enfant - 如果你需要这份文件翻译, 请联系您的孩子的学校 - إذا كنت تحتاج / تحتاجين إلى ترجمة هذه الوثيقة إلى اللغة العربية يرجى الاتصال بمدرسة طفلك / طفلتك.

Evidence Cover Sheet for Goal Objective 2.1

PERFORMING ARTS

Directions: Click on the link for the language that you submitted last spring: [18-19 District Goals](#). In addition, here are the links to the [Transferable Skills](#) and [Vision of Student and Learner and Global Citizen](#).

Goal Objective 2.1

Professional learning for educators will reinforce targeted components of the academic curriculum, social emotional competencies and pedagogy, and will emphasize culturally responsive and data informed instructional practices that support student learning and growth.

K-12: Implement guidelines for the selection of instructional materials for use in performing arts classrooms and performances and evaluate them for educational and artistic quality, and cultural, social, and religious bias.

District Goal/Rationale: (How does this connect to the language in goal objective 2.1? More specifically, how does it connect to transferable skills, district's vision of student as global citizen, and align with state standards to support student learning and growth)

VISION OF STUDENT AS GLOBAL CITIZEN

K-2: Through *First Steps in Music*, students develop fundamental skills pre-music literacy. In these early years, students are exposed, in developmentally appropriate ways: to the 4 artistic processes articulated in the Massachusetts Arts Curriculum Framework. These artistic processes are common to the 4 arts disciplines:

- Creating
- Performing and Presenting
- Perceiving and Responding
- Making Connections

9-12: The course content outlines are organized in a manner that provides teachers with curricular resources that clearly articulate the standards, knowledge, and skills that students to participate in the 4 artistic processes. The 4 artistic processes articulate what artistically literate people do as consumers and makers of the arts.

TRANSFERABLE SKILLS

Music curricula that focus on the 4 artistic processes engage students in the following transferable skills:

- Flexibility and adaptability
- Global and cultural awareness
- Creativity and imagination
- Critical thinking

| |
|--|
| <ul style="list-style-type: none"> • Expressive and receptive communication skills • Self-awareness and self-efficacy |
| <p>Action: (What is the action?)</p> <ul style="list-style-type: none"> • Department representative K-12 department sub-committee • Reviewed state and national policy statements regarding selections of instructional materials and use of sacred music in the curriculum; the Massachusetts Arts Curriculum Framework; Washington Models for the Evaluation of Bias Content in Instructional Materials. • Defined four criteria for selecting instructional materials <ul style="list-style-type: none"> ○ Educational significance ○ Artistic significance ○ Cultural and historical diversity ○ Community values • Developed guiding questions for each criterion. • Shared draft with entire K-12 department faculty for input and feedback • Finalized the document |
| <p>Progress:</p> <p>Completed. Department faculty are expected to refer to this document when selecting music and dramatic materials for use in all classes and student performances.</p> |
| <p>Description of Evidence:</p> <p>The attached document, <i>Department of Performing Arts Guidelines for the Selection of Instructional Materials</i> was developed by a faculty committee comprised of elementary, middle, and high school teachers. Once drafted, the document was distributed to the entire faculty for comment and input. The committee then incorporated the Department's feedback into the final document. Rather than an extensive list of directives, the committee decided to compose a series of reflective questions that each teacher should consider when selecting music, dramatic repertoire, and related materials that focus on four criteria:</p> <ul style="list-style-type: none"> • Artistic significance • Educational significance • Cultural and Historical Representation (diversity) • Community (respect for the values and culture of the Arlington community) |

**ARLINGTON PUBLIC SCHOOLS
DEPARTMENT OF PERFORMING ARTS**

GUIDELINES FOR THE SELECTION OF INSTRUCTIONAL MATERIALS

So that students can explore, experience, and learn about traditions, cultures, and civilizations present and past, they must have access to the vast collection of artistic works and artifacts through which they can learn how music, theatre, dance, and the visual arts communicate about the world around us. Since the beginning of civilization, people have passed on their history, contemplated the present, and dreamed of the future through multiple forms of artistic expression.

It is through study of these works that students come to understand how people can record, interpret, react to, elevate, and reveal the nature of the human condition. These works provide students with a broadly diverse array of exemplars of our capacity to create, innovate, communicate, and express in and through the arts.

Teachers will select developmentally appropriate instructional materials and activities that represent a diverse range of artistic styles, genres, cultures, and historical periods that lead to deep understanding of the world in which they live, without bias towards, denigration, or misrepresentation of any values and beliefs or cultural and social backgrounds with which students come to school. Teachers may select religious works, however the approach to using them in classrooms and performances will be strictly academic. In the Arlington Public Schools, instructional materials used in performing arts classrooms include:

- Songs sung and/or played on instruments that are indigenous to cultures around the world
- Composed vocal and instrumental music representing a diverse spectrum of cultures, styles, genres, historical periods, and composers, including secular and religious music.
- Music, dance, dramatic, and literary works (past and present including secular and religious works) of the United States, the African diaspora, and other U.S. immigrant populations
- Folk, culturally-based, and secular dance representing a diverse spectrum of cultures, styles, and historical periods
- Dramatic and literary works representing a diverse spectrum of cultures, styles, genres, historical periods, playwrights, poets, and writers

When performing arts teachers select instructional materials and plan learning activities, they will consider their educational and artistic significance and quality, and the degree to which they provide students with broad and diverse cultural and historical exposure. Teachers will also be mindful of and sensitive to the values, beliefs, and backgrounds with which students come to school.

ARLINGTON PUBLIC SCHOOLS BOARD POLICY

SELECTION, ADOPTION AND USE OF INSTRUCTIONAL MATERIALS 7901.01

Instructional materials are selected by the school district to implement, enrich and support the educational program for students. The district is obligated to provide for a wide range of student abilities and needs as well as to respect the diversity of many differing points of view. To this end, the district has established a comprehensive process that includes administrators, teachers, and community members to ensure election of materials of the highest quality and appropriateness. In accordance with the Instructional Materials Funding Realignment Program, the Board's priority in the selection of instructional materials is to ensure that all students in grades 7-12 are provided with instructional materials that are aligned to state content standards in the core curriculum areas. When the Board determines that standards-aligned textbooks and instructional materials have been provided to all students in accordance with Education Code 60422, it shall so certify. A copy of the certification shall be kept on file in the district.

POSITION OF THE NATIONAL ASSOCIATION FOR MUSIC EDUCATION (NAfME)

INCLUSIVITY AND DIVERSITY IN MUSIC EDUCATION

A well-rounded and comprehensive music education program, as envisioned in the 2014 National Music Standards, should exist in every American school; should be built on a curricular framework that promotes awareness of, respect for, and responsiveness to the variety and diversity of cultures; and should be delivered by teachers whose culturally responsive pedagogy enable them to successfully design and implement such an inclusive curricular framework.

SACRED MUSIC IN SCHOOLS (excerpt)

Music With A Sacred Text

Does music with a sacred text have a place in the public schools?

It is the position of the National Association for Music Education that the study and performance of religious music within an educational context is a vital and appropriate part of a comprehensive music education. The omission of sacred music from the school curriculum would result in an incomplete educational experience.

"...The First Amendment does not forbid all mention of religion in the public schools; it prohibits the advancement or inhibition of religion by the state. A second clause in the First Amendment prohibits the infringement of religious beliefs. The public schools are not required to delete from the curriculum all materials that may offend any religious sensitivity. For instance, the study of art history would be incomplete without reference to the Sistine Chapel, and the study of architecture requires an examination of Renaissance cathedrals. Likewise, a comprehensive study of music includes an obligation to become familiar with choral music set to religious texts. Since music with a sacred text or of a religious origin (particularly choral music) constitutes such a substantial portion of music literature and has such an important place in the history of music, it should and does have an important place in music education..."

**QUESTIONS THAT TEACHERS SHOULD ASK THEMSELVES
WHEN SELECTING INSTRUCTIONAL MATERIALS**

Note: "Exemplar" refers to a composed, arranged, or written work representing any of the performing arts disciplines (drama, dance, music) including works that are indigenous to any culture, region, country, or continent anywhere in the world.

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| GUIDING PRINCIPLE I: EDUCATIONAL SIGNIFICANCE |
| High quality instructional materials are those through which knowledge and skills in the performing arts can be taught. These materials allow students access to age-appropriate learning experiences in creating, performing, critical response, and making connections between arts disciplines and other content areas. |
| What skills can I teach through this exemplar? |
| Can I make connections between this exemplar and other content areas in the curriculum? |
| What skills should my students already have in place before beginning to study this piece of exemplar? |
| Is this exemplar appropriately challenging for my students? |
| Does this exemplar represent the best of artistic works through which skills and concepts can be taught? |
| Does this exemplar support the educational philosophy, goals and objectives of the District and the objectives of the curriculum? |
| Is this exemplar appropriate for the age, emotional and social development, and ability of the students for whom the materials were selected? |
| GUIDING PRINCIPLE II: ARTISTIC SIGNIFICANCE |
| High quality instructional materials are those that provide opportunities for students to experience, understand, and explore the creative power of the imagination. These materials represent the most significant artistic contributions of women and men to civilizations past and present. |
| Do the lyrics/text and artistic content of this exemplar work together to effectively express a mood, feeling, or idea? |
| Does this exemplar inspire students to be creative in their own interpretation of the piece? |
| What interdisciplinary concepts need to be introduced to give this exemplar historical context? |
| Does this exemplar have lasting artistic value? |
| Does this exemplar exhibit how composers, arrangers, and playwrights creatively use the elements and principles unique to the arts discipline it represents? |

GUIDING PRINCIPLE III: CULTURAL AND HISTORICAL DIVERSITY

High quality instructional materials provide students with opportunities to engage in inquiry into how and why the arts develop cultural, historical, political, and social contexts for understanding the past and present and how they influence the world in which we live.

Does the composer/arranger/playwright use authentic characteristics of the culture/historical period they represent?

Is this exemplar a good representation of the artistic or historical period during which it was composed? What historical events, musical or otherwise, led to the creation of this exemplar?

Do the exemplars I use for lessons and performance represent a broad spectrum to cultures, genres, and historical periods?

Does/did this exemplar have an important impact on society or culture? Does/did it have an impact people's points of view?

Is this exemplar free of cultural, ethnic, gender, racial, religious, biases that might denigrate or offend any particular identity group?

Does this exemplar meet a high standard of quality of cultural/historical/authentic content and presentation?

Does this exemplar promote respect for all people and all groups?

Do the lyrics or text include language that authentically reflects the culture or time period from which it is from without denigrating or offending any particular identity group?

Can this exemplar be used in the classroom or in performance at any time during the year regardless of the content expressed by the lyrics or text, or references made to religious celebrations or holidays?. When used in the classroom or in performance, does its use outside of its origin diminish its cultural or historical significance?

GUIDING PRINCIPLE IV: COMMUNITY

High quality instructional materials respect the many values and beliefs with which our students come to school, without promoting or denigrating any particular value or belief.

As a body of work, do the materials I select exhibit bias towards any cultural, political, religious, or secular values/beliefs of the community?

Throughout the school year, are multiple styles, genres, or periods of artistic history represented in my repertoire choices?

Are my students old enough to understand that performing this exemplar does not signify or require agreement with the beliefs expressed in the lyrics or text? Can they distinguish between artistic value and cultural/historical context? How can I present this exemplar to make that distinction clear to my students?

What artistic knowledge do my students already have before coming to my class? What prior knowledge should they have prior to studying or performing this exemplar?

GUIDING PRINCIPLE IV: COMMUNITY, *cont'd*

Is use of this exemplar in the classroom or in performance respectful of the values and beliefs with which my students come to school?

When using this exemplar in the classroom or in performance, will all students feel included regardless of any value or belief communicated by the lyrics or text?

QUESTIONS RELATIVE TO THE SELECTION OF SACRED MUSIC IN SCHOOLS (*National Association for Music Education*)

Was the music selected on the basis of its musical and educational value rather than its religious context?

Does the music promote a celebration of religion? Does it invite confusion of thought or family objections?

Does the teaching of music with sacred text focus on musical and artistic considerations?

Are the traditions of different people shared and respected?

Is the role of sacred music one of neutrality, neither promoting or inhibiting religious views?

Are all local and school policies on religious holidays and the use of sacred music observed?

Is the use of religious symbols or scenery avoided? Is performance in devotional settings avoided?

Is there sensitivity to the various religious beliefs represented by the students and parents?

ADDITIONAL RESOURCES

MASSACHUSETTS ARTS CURRICULUM FRAMEWORK

Definitions

Guiding Principles

Common Arts Standards

THE PERFORMING ARTS

Through **music** education students become fluent in the language of music as artistic, intellectual, and cultural expression. Performing, creating, and responding to music provide means for development and growth. Learning to read and notate music opens for students the limitless body of musical styles, forms, and repertoire, and allows them to see what they hear and hear what they see. Fluency in music brings understanding of contemporary and historical cultures, as well as self-knowledge. **Music includes forms such as folk, popular, band and orchestral music, gospel music and oratorio, jazz, opera, and musical theatre.**

Theatre is an art form concerned with the representation of people in time and space, their actions, and the consequences of their actions. Theatre education expands the ability to understand others and communicate through language and action, and provides a unique opportunity for integrating the arts, linking dance, music, and visual arts elements in

performance and production. **Theatre includes acting, improvisation, storytelling, mime, playmaking and playwriting, directing, management, design and technical theatre, and related arts such as puppetry, film, and video.**

In every culture, **dance** uses movement to express and communicate myths, rituals, stories, beliefs, and information to others. Education in dance trains the student to use the body to convey meaning through the language of form, shape, rhythm, energy, space, and movement. Dance communicates in ways that are physical, visceral, affective, symbolic, and intellectual. **Dance includes forms that are social and theatrical, sacred and secular, popular and esoteric, historical and contemporary: folk dance, ballet, modern dance, jazz, and tap.**

MACF Guiding Principles I, II, III, and V, along with Common Arts Standards 6, 7, 8, and 10, help guide teachers to select instructional materials in ways that support and enhance delivery of the district's curriculum while exposing their students to a rich and diverse body of artistic works.

| Guiding Principles | |
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| Guiding Principle I | An effective arts curriculum provides a sequential program of instruction in dance, music, theatre, and visual arts for all students beginning in preschool and continuing through high school. |
| Guiding Principle II | An effective arts curriculum emphasizes development of students' skills and understanding of creating, performing, and responding. |
| Guiding Principle III | An effective arts curriculum promotes knowledge and understanding of the historical and cultural contexts of the arts. |
| Guiding Principle V | An effective arts curriculum provides opportunities for students to make connections among the arts, with other disciplines within the core curriculum, and with arts resources in the community. |
| Common Arts Standards (Connections Strand) | |
| Standard 6 | Purposes and Meanings in the Arts – Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, when appropriate, interpret their meanings. |
| Standard 7 | Roles of Artists in Communities – Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present. |
| Standard 8 | Concepts of Style, Stylistic Influence, and Stylistic Change – Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where artworks were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres. |
| Standard 10 | Interdisciplinary Connections – Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering. |

BIAS IN INSTRUCTIONAL MATERIALS

To assist teachers in identifying bias content, the Arlington Public Schools encourages them to consider the reference linked below to help them evaluate instructional materials for bias.

"Bias in general may be identified by determining whose interest is being portrayed and whose interest is being excluded. Evaluating for bias requires us to learn about others and to respect and appreciate the differences and similarities."

| A bias review should consider the following elements: | | |
|---|---------------------|-----------------------|
| Gender | Race | Ethnicity |
| Sexual Orientation | Religion | Socio-economic Status |
| Gender Expression & Identity | Physical Disability | Age |
| Family Structure | Native Language | Occupation |
| Body Shape.Size | Culture | Geographic Setting |

LINK: WASHINGTON MODELS FOR THE EVALUATION OF BIAS CONTENT IN INSTRUCTIONAL MATERIALS

Evidence Cover Sheet for Goal Objective 2.1 English/ELA

Directions: Click on the link for the language that you submitted last spring: [18-19 District Goals](#). In addition, here are the links to the [Transferable Skills](#) and [Vision of Student and Learner and Global Citizen](#).

Goal Objective 2.1 Professional learning for educators will reinforce targeted components of the academic curriculum, social emotional competencies and pedagogy, and will emphasize culturally responsive and data-informed instructional practices that support student learning and growth.

District Goal/Rationale: (How does this connect to the language in goal objective 1.1? More specifically, how does it connect to transferable skills, district's vision of student as learner, and align with state standards?)

We have increased capacity due to the addition of two coaches for the Elementary ELA Coaching Team. That has made it possible to divide coaching responsibilities by four, providing teachers with increased access to PD sessions, in-class coaching opportunities, and grade-level demonstration lessons.

Action: (What is the action?)

We now have dedicated coaches for specific grades. This means focused expertise on particular topics, ranging from such areas as Lucy Calkins units of study to Foundations. The delivery of PD is more frequent for teachers at each level and individual coaching is more frequent.

Progress:

Teachers can work with a coach with specific expertise on a topic, usually within a reasonable time frame. Our goal is to increase our coaching staff so that we can provide even more focused assistance with instructional/pedagogical/curriculum issues. We would like to move to a model of coaching cycles where a coach can work with a grade group at a specific school for a defined period of time, something that will be within reach as we add another coach.

Description of Evidence:

Attached is a copy of the coaching schedule as well as a description of the work the coaches have done at each grade level.

| | | | | |
|-------------------------|---|-------------------|---------------------|-------------------|
| September 9/4/18 | 9/11/2018 | 9/18/2018 | 9/25/2018 | |
| 50 - CPT | IO Education / BaselineEdge Training 50 | 50 - CPT | SEL | |
| | | | SOCIAL STUDIES | |
| | | | ELA | |
| 50 - CPT | 50 - Building | 50 - Goals | ELA | |
| | | | MATH | |
| | | | MATH | |
| October 10/2/18 | 10/9/2018 | 10/16/2018 | 10/23/2018 | 10/30/2018 |
| 50 - CPT | 50 - CPT | 50 - Data | SEL | 50 -CPT |
| | | | Science | |
| | | | Math | |
| 50 - Building | 50 - CPT | 50 - Data | Math | 50-Building |
| | | | ELA | |
| | | | SOCIAL STUDIES | |
| | | | | |
| 11/6/18 | 11/13/2018 | 11/20/2018 | 11/27/2018 | |
| TBD | 50 - CPT | 50 - CPT | ELA | |
| | | | SEL | |
| | | | Science | |
| TBD | 50 - CPT | 50 - Prog. Report | SOCIAL STUDIES | |
| | | | MATH | |
| | | | MATH | |
| | | | | |
| December 12/4/18 | 12/11/2018 | 12/18/2018 | NO FOURTH PD | |
| 11/15 Parent Conf | 11/15 Parent Conf | 50 - CPT | | |
| | | 50 - Building | | |
| | | | | |
| January 1/8/19 | 1/15/2019 | 1/22/2019 | 1/29/2019 | |
| 50 - CPT | 50 - CPT | 50 - Building | Math | |
| | | | Math | |
| | | | ELA | |
| CPT | 50 - Evidence | 50 - Data | ELA | |
| | | | Science | |
| | | | Science | |
| | | | | |
| February 2/5/19 | 2/12/2019 | 2/19/19 | 2/26/2019 | |
| 50 - CPT | 50 - Building | 50 - Data | SEL | |
| | | | ELA | |
| | | | Science | |
| 50 -CPT | 50 - Data | Vacation Week | Science | |
| | | | ELA | |
| | | | SOCIAL STUDIES | |
| | | | | |
| March 3/5/19 | 3/12/2019 | 3/19/2019 | 3/26/19 | |

| | | | | |
|---------------------|-------------------|---|-------------------------|--------------------------|
| 50 - CPT | 50 - CPT | Building | ELA | |
| | | | SOCIAL STUDIES | |
| | | | Math | |
| 50 - CPT | 50 - Prog. Report | MCAS Training 1:15 - 2:15 Locations at Bishop w/ Stratton at Peirce w/ Hardy & Dallin at Thompson w/ Brackett | Math | |
| | | | ELA | |
| | | | Science | |
| | | | | |
| April 4/2/19 | 4/9/2019 | 4/16/19 | 4/23/2018 | 4/30/2018 |
| 50 - CPT | 50 - CPT | Vacation Week | 50 - CPT | Math |
| | | | | Math |
| | | | | ELA |
| 50 - Building | 50 - Evidence | | 50 - CPT | SOCIAL STUDIES |
| | | | | Instructional Technology |
| | | | | ELA |
| | | | | |
| May 5/7/19 | 5/14/2019 | 5/21/2019 | 5/28/2019 | |
| 50 - CPT | Building | 50 - CPT | K-new parent visitation | |
| | | | ELA | |
| | | | SOCIAL STUDIES | |
| 50 - CPT | 50 - Data | 50 - CPT | Science | |
| | | | Science | |
| | | | ELA | |
| | | | | |
| June 6/4/19 | 6/11/2019 | 6/18/2019 | | |
| 50 - Building | 50 - CPT | 50 - CPT | | |
| 50 - Building | 50 - CPT | 50 - Prog. Report | | |

Kindergarten

- **Introduced RAN (rapid automatic naming) object screening tool** to determine if students have a weakness in the area of quickly retrieving the name for common objects (chair, book, star, dog, hand). A child's ability to quickly retrieve known information is believed to be strongly correlated to later reading struggles and will help inform our targeted instruction both in the classroom and for intervention programming.
- **Professional Development**
 - **New resource for reading instruction:** Worked with teachers on the use of the new book sets for teaching kindergarten students early reading skills. Worked with teachers to help them understand the short mini lessons that were written by APS coaches to support the reading instruction with each leveled text.
 - **Using Data Bank data to implement targeted small group instruction:** Demonstrated the use of the APS data bank and how teachers can use it to quickly sort and color-code class level data for each literacy sub-skill (letter-sounds, phonemic awareness, high frequency words, and scaffolded writing). The resulting chart makes it easy to group students and select targeted activities to use during small group literacy time.
 - **Kindergarten TA Literacy Training:** Facilitated two workshops for the full day kindergarten TA's to help them understand how they can effectively support the acquisition of early literacy skills with the Tools of the Mind program.
- **Coaching:** Due to the increased capacity with four literacy coaches this year, I was able to spend 90 minutes a week in the classroom of each of the four new Kindergarten teachers during the school day, in addition to weekly planning sessions with three of the teachers for the entire year. I was also able to work with second year teachers and many veteran teachers for weekly, month-long coaching rounds, due to the increased availability of time.

Grade 1

- **Introduced RAN (rapid automatic naming) letter screening tool** to determine if students have a weakness in the area of quickly retrieving the names of a small set of known letters. A child's ability to quickly retrieve known information is believed to be strongly correlated to later reading struggles and will help inform our targeted instruction both in the classroom and for intervention programming.
- **Professional Development:**
 - Teachers were presented with tips on how to plan a brief and focused mini lesson. They were also presented with information regarding the Shared Reading portion of the Reading Units of Study curriculum. Teachers were provided with an overview of Shared Reading and given resources to support the lessons for each unit. Professional Development will also focus on writing rubrics and revising the language of the rubrics for each genre of writing to better fit our expectations in Arlington.
 - Training in new timed phoneme segmentation and nonsense word reading assessments for 2019-2020 school year.
- **Coaching:**
 - Due to the increased capacity with four literacy coaches I was able to work with two new first grade teachers once a week during writing workshop. The work included planning, modeling mini lessons and conferring with individual students and small groups.
 - I was also able to plan and implement a few reading and writing labsites with building based teams. During the labsite teachers observed a small group lesson and then had

the opportunity to teach the lesson to their own small group of students with coaching support. The labsites also provided teachers with a chance to meet together with their team to debrief the lesson/unit and talk about challenges that occur within their own classroom.

- Coaching support was also provided for supporting higher leveled readers within small group lessons. Grammar and conventions lessons were also modeled as a supplement to the Units of Study.

Grade 2:

- **Professional Development:**

- Teachers were presented with tips on how to plan a brief and focused mini lesson. Professional Development also focused on conferring during writing workshop and teachers brainstormed “next steps” for a variety of different writing conferring scenarios. Teachers will also engage in a discussion regarding the writing rubrics and revising the language of the rubrics for each genre of writing to better fit our expectations in Arlington.
- Discussion on new timed nonsense word reading assessment for 2019-2020 school year.

- **Coaching:**

- Due to the increased capacity with four literacy coaches I was able to work with one veteran teacher for the whole year to support her reading workshop. Coaching included setting up her classroom library, modeling lessons two to three times a week, weekly planning, and conferring with individual students and small groups. Coaching support was also provided to teachers around looking at reading data and forming small groups based on the data to differentiate between guided reading and strategy groups.
- I was also able to plan and implement a few reading labsites with building based teams. During the labsite, teachers observed a small group lesson and then had the opportunity to teach the lesson to their own small group of students with coaching support. The labsites also provided teachers with a chance to meet together with their team to debrief the lesson/unit and talk about challenges that may occur within their own classroom.
- Grammar and conventions lessons were also modeled as a supplement to the Units of Study.

Grade 3

- **Professional Development:**

- This was the first year using the Teachers College Reading Units of Study in Gr. 3. Teachers were introduced to the Reader’s Workshop model and how to effectively implement this model with the new reading units of study, including *Building a Reading Life*, and *Character Studies*. Conferring, an essential component of the Workshop model, also was another area of focus. Teachers learned about the essential components of an effective conference by examining model conferences and reviewing resources they could use to develop their own conferring binders.
- Professional development also centered around the implementation of the nonfiction pilot unit, *Reading to Learn*. The three schools that participated in the pilot participated in a half-day PD session where they had a chance to unpack the unit with their grade level teams, learn about the unit’s essential standards, and examine key resources they would need for successful implementation.

- **Coaching:**

- Due to the increased capacity with four literacy coaches, I was able to work with each school that was piloting the new nonfiction unit. Coaching included weekly meetings to do long-range planning, modeling mini-lessons two or three times a week and supporting teachers with reading conferences for individual students and small groups.
- Coaching support also was provided to a number of teachers in the district to help them implement writing and reading units. Depending on teacher need, coaching included modeling mini-lessons, co-planning, and developing helpful management routines.
- In two classrooms, entire reading units were planned and co-taught with the coach. Teacher and coach worked together 2-3 days a week, taking turns teaching mini-lessons, discussing student data, and making plans for conferring and differentiation.
- **Looking at Student Data:**
 - Teachers who were involved in coaching this year worked on using pre and post assessment data to make data driven decisions within their class. Teachers were able to look at reading data and make purposeful groups based on both formal and informal assessments.

Grade 4

- **Professional development centered around conferencing:** Teachers examined model conferences and looked at resources to support the conferencing work in their classrooms. Teachers discussed student data to drive the work in small group conferences. Teachers were able to plan with colleagues on how best to implement student centered conferences.
- **Identified a group of teachers to research books to support Historical Book Club Unit:** At a district PD, all Gr. 4 teachers were able to review book choices for the historical fiction unit and collaborate together to find books that are engaging, culturally diverse and represent a range of historical time periods. After this workshop, a small group of teachers volunteered to participate in a collaborative group with the coaches to research the best books to use in our historical fiction book clubs next year. This unit will be implemented in the spring of 2020.
- **Coaching:** Due to the increased capacity with four literacy coaches, we were able to support the new fourth grade teachers throughout the district. This support consisted of modeling lessons, planning and providing feedback to them.

Grade 5

- **Professional development centered around the implementation of the Interpretation Book Club unit:** Teachers will be receiving information around a new unit of study that will be implemented in the fall of 2019. Teachers will have the opportunity to unpack the unit with their colleagues, see a video of students in Arlington who piloted the unit this year and watch exemplar student book clubs discussing their books.
- **Looking at Student Data:** Teachers who were involved in coaching this year worked on making data driven decisions within their class. Teachers were able to use pre and post assessments to measure student growth. Teachers were able to make purposeful groupings based on the formal and informal collection of data.
- **Coaching:** Teachers who were in the pilot program received direct coaching this year. This coaching included planning lessons, modeling, reviewing and organizing student data to inform instruction. Teachers were able to reflect and meet together to discuss how the unit was going, plan next steps and share best practices with one another.

K-5 Reading Intervention

- **Professional Development:**

- Training in the administration of the RAN (Rapid Automatic Naming) assessments for Kindergarten and Grade 1. In addition, we reviewed the importance of this measure in terms of longer term reading outcomes for students and the need to closely monitor students with low rapid naming scores as the inability to quickly retrieve known information is a potential red flag in regards to successful reading processing. Reading teachers administered and scored the RAN assessments for K and 1 this year.
- Training in the new edition of the Wilson Reading System intensive intervention program (4th edition, 2018).
- Training in the use of the new APS Data Bank system which allows reading specialists to quickly create grade level or class level spreadsheets with all relevant reading data to inform instructional and intervention groupings and content.
- Developed and implemented a targeted intervention program for students during the second half of kindergarten to shore up important early literacy sub skills.
- Discussion and information about the state's new Act Relative to Students with Dyslexia legislation.
- Made progress on determining "cut scores" for different levels of proficiency with the literacy assessments we administer in Arlington in order to facilitate decision-making related to targeted instruction for Tier I classroom work, Tier II small group in-class or pull out, and Tier III intensive intervention - focus on K-2.
- Review and discussions about updates to our early literacy screening with a focus on Grade 1 for the 2019-2020 school year.

Kindergarten

- **Introduced RAN (rapid automatic naming) object screening tool** to determine if students have a weakness in the area of quickly retrieving the name for common objects (chair, book, star, dog, hand). A child's ability to quickly retrieve known information is believed to be strongly correlated to later reading struggles and will help inform our targeted instruction both in the classroom and for intervention programming.
- **Professional Development**
 - **New resource for reading instruction:** Worked with teachers on the use of the new book sets for teaching kindergarten students early reading skills. Worked with teachers to help them understand the short mini lessons that were written by APS coaches to support the reading instruction with each leveled text.
 - **Using Data Bank data to implement targeted small group instruction:** Demonstrated the use of the APS data bank and how teachers can use it to quickly sort and color-code class level data for each literacy sub-skill (letter-sounds, phonemic awareness, high frequency words, and scaffolded writing). The resulting chart makes it easy to group students and select targeted activities to use during small group literacy time.
 - **Kindergarten TA Literacy Training:** Facilitated two workshops for the full day kindergarten TA's to help them understand how they can effectively support the acquisition of early literacy skills with the Tools of the Mind program.
- **Coaching:** Due to the increased capacity with four literacy coaches this year, I was able to spend 90 minutes a week in the classroom of each of the four new Kindergarten teachers during the school day, in addition to weekly planning sessions with three of the teachers for the entire year. I was also able to work with second year teachers and many veteran teachers for weekly, month-long coaching rounds, due to the increased availability of time.

Grade 1

- **Introduced RAN (rapid automatic naming) letter screening tool** to determine if students have a weakness in the area of quickly retrieving the names of a small set of known letters. A child's ability to quickly retrieve known information is believed to be strongly correlated to later reading struggles and will help inform our targeted instruction both in the classroom and for intervention programming.
- **Professional Development:**
 - Teachers were presented with tips on how to plan a brief and focused mini lesson. They were also presented with information regarding the Shared Reading portion of the Reading Units of Study curriculum. Teachers were provided with an overview of Shared Reading and given resources to support the lessons for each unit. Professional Development will also focus on writing rubrics and revising the language of the rubrics for each genre of writing to better fit our expectations in Arlington.
 - Training in new timed phoneme segmentation and nonsense word reading assessments for 2019-2020 school year.
- **Coaching:**
 - Due to the increased capacity with four literacy coaches I was able to work with two new first grade teachers once a week during writing workshop. The work included planning, modeling mini lessons and conferring with individual students and small groups.
 - I was also able to plan and implement a few reading and writing labsites with building based teams. During the labsite teachers observed a small group lesson and then had

the opportunity to teach the lesson to their own small group of students with coaching support. The labsites also provided teachers with a chance to meet together with their team to debrief the lesson/unit and talk about challenges that occur within their own classroom.

- Coaching support was also provided for supporting higher leveled readers within small group lessons. Grammar and conventions lessons were also modeled as a supplement to the Units of Study.

Grade 2:

- **Professional Development:**

- Teachers were presented with tips on how to plan a brief and focused mini lesson. Professional Development also focused on conferring during writing workshop and teachers brainstormed “next steps” for a variety of different writing conferring scenarios. Teachers will also engage in a discussion regarding the writing rubrics and revising the language of the rubrics for each genre of writing to better fit our expectations in Arlington.
- Discussion on new timed nonsense word reading assessment for 2019-2020 school year.

- **Coaching:**

- Due to the increased capacity with four literacy coaches I was able to work with one veteran teacher for the whole year to support her reading workshop. Coaching included setting up her classroom library, modeling lessons two to three times a week, weekly planning, and conferring with individual students and small groups. Coaching support was also provided to teachers around looking at reading data and forming small groups based on the data to differentiate between guided reading and strategy groups.
- I was also able to plan and implement a few reading labsites with building based teams. During the labsite, teachers observed a small group lesson and then had the opportunity to teach the lesson to their own small group of students with coaching support. The labsites also provided teachers with a chance to meet together with their team to debrief the lesson/unit and talk about challenges that may occur within their own classroom.
- Grammar and conventions lessons were also modeled as a supplement to the Units of Study.

Grade 3

- **Professional Development:**

- This was the first year using the Teachers College Reading Units of Study in Gr. 3. Teachers were introduced to the Reader’s Workshop model and how to effectively implement this model with the new reading units of study, including *Building a Reading Life*, and *Character Studies*. Conferring, an essential component of the Workshop model, also was another area of focus. Teachers learned about the essential components of an effective conference by examining model conferences and reviewing resources they could use to develop their own conferring binders.
- Professional development also centered around the implementation of the nonfiction pilot unit, *Reading to Learn*. The three schools that participated in the pilot participated in a half-day PD session where they had a chance to unpack the unit with their grade level teams, learn about the unit’s essential standards, and examine key resources they would need for successful implementation.

- **Coaching:**

- Due to the increased capacity with four literacy coaches, I was able to work with each school that was piloting the new nonfiction unit. Coaching included weekly meetings to do long-range planning, modeling mini-lessons two or three times a week and supporting teachers with reading conferences for individual students and small groups.
- Coaching support also was provided to a number of teachers in the district to help them implement writing and reading units. Depending on teacher need, coaching included modeling mini-lessons, co-planning, and developing helpful management routines.
- In two classrooms, entire reading units were planned and co-taught with the coach. Teacher and coach worked together 2-3 days a week, taking turns teaching mini-lessons, discussing student data, and making plans for conferring and differentiation.
- **Looking at Student Data:**
 - Teachers who were involved in coaching this year worked on using pre and post assessment data to make data driven decisions within their class. Teachers were able to look at reading data and make purposeful groups based on both formal and informal assessments.

Grade 4

- **Professional development centered around conferencing:** Teachers examined model conferences and looked at resources to support the conferencing work in their classrooms. Teachers discussed student data to drive the work in small group conferences. Teachers were able to plan with colleagues on how best to implement student centered conferences.
- **Identified a group of teachers to research books to support Historical Book Club Unit:** At a district PD, all Gr. 4 teachers were able to review book choices for the historical fiction unit and collaborate together to find books that are engaging, culturally diverse and represent a range of historical time periods. After this workshop, a small group of teachers volunteered to participate in a collaborative group with the coaches to research the best books to use in our historical fiction book clubs next year. This unit will be implemented in the spring of 2020.
- **Coaching:** Due to the increased capacity with four literacy coaches, we were able to support the new fourth grade teachers throughout the district. This support consisted of modeling lessons, planning and providing feedback to them.

Grade 5

- **Professional development centered around the implementation of the Interpretation Book Club unit:** Teachers will be receiving information around a new unit of study that will be implemented in the fall of 2019. Teachers will have the opportunity to unpack the unit with their colleagues, see a video of students in Arlington who piloted the unit this year and watch exemplar student book clubs discussing their books.
- **Looking at Student Data:** Teachers who were involved in coaching this year worked on making data driven decisions within their class. Teachers were able to use pre and post assessments to measure student growth. Teachers were able to make purposeful groupings based on the formal and informal collection of data.
- **Coaching:** Teachers who were in the pilot program received direct coaching this year. This coaching included planning lessons, modeling, reviewing and organizing student data to inform instruction. Teachers were able to reflect and meet together to discuss how the unit was going, plan next steps and share best practices with one another.

K-5 Reading Intervention

- **Professional Development:**

- Training in the administration of the RAN (Rapid Automatic Naming) assessments for Kindergarten and Grade 1. In addition, we reviewed the importance of this measure in terms of longer term reading outcomes for students and the need to closely monitor students with low rapid naming scores as the inability to quickly retrieve known information is a potential red flag in regards to successful reading processing. Reading teachers administered and scored the RAN assessments for K and 1 this year.
- Training in the new edition of the Wilson Reading System intensive intervention program (4th edition, 2018).
- Training in the use of the new APS Data Bank system which allows reading specialists to quickly create grade level or class level spreadsheets with all relevant reading data to inform instructional and intervention groupings and content.
- Developed and implemented a targeted intervention program for students during the second half of kindergarten to shore up important early literacy sub skills.
- Discussion and information about the state's new Act Relative to Students with Dyslexia legislation.
- Made progress on determining "cut scores" for different levels of proficiency with the literacy assessments we administer in Arlington in order to facilitate decision-making related to targeted instruction for Tier I classroom work, Tier II small group in-class or pull out, and Tier III intensive intervention - focus on K-2.
- Review and discussions about updates to our early literacy screening with a focus on Grade 1 for the 2019-2020 school year.

Evidence Cover Sheet for Goal Objective 2.1

English/ELA

Directions: Click on the link for the language that you submitted last spring: [18-19 District Goals](#). In addition, here are the links to the [Transferable Skills](#) and [Vision of Student and Learner and Global Citizen](#).

Goal Objective 2.1 Professional learning for educators will reinforce targeted components of the academic curriculum, social emotional competencies and pedagogy, and will emphasize culturally responsive and data-informed instructional practices that support student learning and growth.

District Goal/Rationale: (How does this connect to the language in goal objective 1.1? More specifically, how does it connect to transferable skills, district's vision of student as learner, and align with state standards?)

Sixth grade teachers have worked with students to explore the power of book clubs/lit circles, a project that was funded through an AEF grant. Teachers of grade 6 have shared their thinking throughout the process of piloting the project , describing their experience of using small groups and individual choice as a means of helping students gain confidence and tenacity as readers. The work of these teachers has helped teachers at other levels appreciate new ways of thinking about reading instruction at the secondary.

Action: (What is the action?)

Sixth grade teachers described the work they had done to explore, develop and implement book clubs in their classes, supported by an AEF grant. Beyond the obvious reminder that grants can provide solid support for innovative work, the presentations of the sixth grade helped colleagues within the department to think about reading and the traditional methods we use in the classroom. Furthermore, their work helped us consider our methods of expanding students' exposure to new voices.

Progress:

Teachers in grade 6 will be reporting to the department in the fall to update colleagues on their work and to review the titles they are using. This will serve as a means of energizing our on-going discussion about new titles for the middle school in particular.

Description of Evidence:

Attached is the AEF grant proposal for the book clubs: Discovering Our Voices With Literature Circles

**Arlington Education Foundation
Innovations in Education Grants
Grant Application**

Innovations Grant Applications must be submitted electronically. To submit, you must email your completed application (as a Word or PDF file), along with any supplemental files, to grants@aefma.org. Note that applications are not complete until all required approvals/signatures are obtained – all applications must be approved by the building principal(s) or supervisor, and any proposals that request funding for technology must also be approved by the Assistant Superintendent for Curriculum and Instruction.

Project Title: Discovering Our Voices with Literature Circles

Applicant's Name: Melissa Heath

Total Funding Requested: \$2,138.00

Address: 156 Raymond St. Cambridge, MA 02140

e-mail: mheath@arlington.k12.ma.us

Phone: 207-252-8602

School: Ottoson/Gibbs **Position:** ELA 6

Other participants / applicants: Heather Mahoney, Rachel Grodman, Alyssa Napolitano

Printed Name and Signature of Applicant

Melissa Heath **Date:** Nov. 15, 2017 (resubmitted April 12, 2018)

Printed Name and Signature of Co-Applicant

Heather Mahoney, Rachel Grodman, Alyssa Napolitano **Date:** Nov. 15, 2017 (resubmitted April 12, 2018)

For all applications, the approval of the school principal is required, as evidenced below.

 x I support this application at the Ottoson School.

Eileen Woods
November 14, 2017

Printed Name and Signature of Principal and/or Supervisor **Date**

For technology-related applications, the approval of the Assistant Superintendent for Curriculum and Instruction is also required, and is evidenced below.

 I support this TECHNOLOGY application at the School.

Printed Name and Signature of Asst. Superintendent for Curriculum and Instruction **Date**

Program/Project Description

Project Title: Discovering Our Voices with Literature Circles

- 1. Provide a description of the project including key goals and anticipated outcomes and/or benefits for both students and teachers.**

The sixth-grade teachers are developing a unit designed to bring high-quality, high-interest literature to all sixth-graders through student-directed literature circles. In preparation for exciting changes in curriculum and school culture at the Gibbs, we want to address a gap in expectations around self-directed learning, collaboration, pursuing interests and responsible and respectful discussion. In the proposed six-to-eight week unit, students will take ownership of their learning by selecting a work of literature from seven classroom titles and participating in high-quality discussions with a group of peers.

The sixth-grade teachers think the students are ready for the challenge of self-directed learning, but understand in order for the students to be successful they need direct instruction, modeling, and feedback on how to be productive and collaborative. The Arlington elementary schools have worked to establish successful book groups, and we are eager to take those expectations and adapt them for a sixth-grade experience that will carry over to the curriculum of The Gibbs.

Outcomes/benefits: We expect that students will develop increased capacity to read with confidence, discuss with a broad understanding of the layered meaning, and collaborate with peers in meaningful ways. These traits will be useful for students in their English classes as well as in the work they do in other academic areas.

- 2. Approximately how many students and teachers will be involved in the project? If the project includes a classroom component and the applicant is not a classroom teacher, then the proposal must include the names of the teachers who will be involved and describe their roles and levels of involvement. (In this situation, it is advisable to have one of the teachers sign the proposal as a co-applicant.)**

All sixth-grade students, greater than 400 a year, and all four sixth-grade ELA teachers will be involved and directly benefit from the proposed literature circle unit. As noted above, classrooms and teachers in other areas of Gibbs and eventually Ottoson will be positively affected.

- 3. Describe the innovative aspects of the project.** This project builds on the work of literacy coaches and teachers in the elementary schools, asking students to work more honestly toward creating their own meaning and crafting their experience in the ELA classroom. Before proposing this project to you, the ELA teachers have worked many hours over the summer selecting books that address a range of social issues, interests and reading abilities and studying models of learning that turn ownership over to the students. The work we propose is innovative for three reasons: 1. It provides an explicit bridge between the work being done at the elementary level and sixth grade, 2. It provides explicit connection between the process of reading and personal ownership and 3. It allows students to experience two distinct methods of reading and discourse, expanding the traditional methods employed by teachers of sixth grade.

4. **How does the project supplement existing educational programs within the school/system?** Literacy coaches and teachers in the elementary schools introduce book groups in the lower grades. For students in the elementary schools, to study literature means to select a book and to fulfill tasks within a group to discuss their response to it. When those students get to middle school, rather abruptly, this shifts to a teacher-directed experience where one book is assigned to the whole class, and the teacher decides how much to read and what is worthy of discussion. While this model has its place and can elevate the level of discussion and introduce important terms essential for the classroom, it takes the responsibility and the wonder out of what could be a process of discovery for the students. This new unit will build on the principles of the responsive classroom--respect, goal setting, and responsibility--and the established norms of the elementary book groups to create a culminating experience for the sixth-graders. We believe this will better prepare the students for seventh-grade and beyond and help foster a love of reading and a respect for diverging points of view that will serve the students well. This unit will replace the current whole group reading of *Elijah of Buxton*. All 6th grade classes will run the unit concurrently in the spring. Audiobooks will be utilized for struggling readers to access a text independently and analysis of close reading work.
5. **Is this a pilot project that could be duplicated by other teachers, classrooms, or schools?** Our intention is to pilot the unit this year with the current sixth-grade students, and replicate it for students at The Gibbs. Once in place, it could serve as model for how this work could be adapted for seventh, eighth and beyond. Our department head has expressed interest in extending this work to Ottoson so that students moving from Gibbs to the middle school will find familiarity and continue their independence in reading.
6. **Provide an estimated timeline for the project, including start date, key milestones, date of completion, and date you expect to submit your final evaluation.**

July 2017: Teachers meet to discuss goals, evaluate merits of different literature circle models and select books. (completed)

October 2017: Meeting with Deb Perry, department chair, Sandra Bergantz, literacy coach, and Melissa Heath, ELA teacher, to discuss current book groups, reading expectations, and possible future collaboration in support of the new unit. (completed)

Winter of 2017: Set-up visit to Arlington fifth-grade teachers piloting book groups with a focus on how to model the group "tasks" or roles.

Spring of 2018: Order books and supplies.

Spring of 2018: Pilot the unit in all four sixth-grade clusters.

Summer of 2018: Meet as a grade-level team to submit final evaluation.

Summer of 2018: Reflect on process, make adjustments and prepare for 2018 Gibbs.

Project/Program Budget Request

A detailed budget must be provided by all applicants.

PROJECT TITLE Discovering Our Voices Through Literature Circles

TOTAL AMOUNT REQUESTED \$2,138.00

Please provide a *detailed* project budget. Include the total cost of the project, the amounts available or pending from other sources (including other grants submitted), and the amount requested from AEF.

Storage:

https://www.amazon.com/IRIS-Quart-Stack-Pull-Pack/dp/B00CQGTGZO/ref=sr_1_8?s=storageorganization&ie=UTF8&qid=1523388504&sr=1-8&keywords=storage%2Bbins&th=1

2 6-packs per teacher x 5 teachers x \$26.70 per 6 pack for a total of \$267

Binding tape for books:

https://www.amazon.com/Scotch-Book-Inches-Yards-845/dp/B00006IF5R/ref=sr_1_1?ie=UTF8&qid=1523388823&sr=8-1&keywords=binding+tape+for+books

Scotch book tape: 20 rolls @ \$5.59 a roll for a total of \$113.80

Headphones: https://www.amazon.com/SmithOutlet-Pack-Over-Head-Headphones/dp/B013M3PLUA/ref=sr_1_1_sspa?ie=UTF8&qid=1523389026&sr=8-1-spons&keywords=bulk+headphones&psc=1

\$119 for a pack of 50. 3 packs for a total of \$357

Refugee by Alan Gratz: 9780545880831

\$11.68 x 30 books = 350.40

Audiobook 17.49 x 5 = 87.45

Total 437.85

Shooting Kabul by NH Senzai: 9781613830673

\$7.48 x 30 books = 224.40

Audiobook couldn't find

Total 224.40

Inside Out and Back Again by Thanhha Lai: 9780061962790

Paperback: \$7.84 x 30 books = \$235.20

Audiobooks: \$9.95 x 5 copies = \$49.75

Total: \$284.95

The Night Diary by Veera Hiranandani: 9780735228511

Hardcover: \$11.44 x 30 books = \$343.20

Audiobook: \$21.95 x 5 copies = \$109.75

Total: \$452.95

Total for books, audiobooks, and classroom supplies: \$2,137.95

Evidence Cover Sheet for Goal Objective 2.1

Science

Directions: Click on the link for the language that you submitted last spring: [18-19 District Goals](#). In addition, here are the links to the [Transferable Skills](#) and [Vision of Student and Learner and Global Citizen](#).

Goal Objective 2.1 Professional learning for educators will reinforce targeted components of the academic curriculum, social emotional competencies and pedagogy, and will emphasize culturally responsive and data-informed instructional practices that support student learning and growth.

District Goal/Rationale: (How does this connect to the language in goal objective 1.1? More specifically, how does it connect to transferable skills, district's vision of student as learner, and align with state standards?)

The Digital Learning group will provide PD to support the integration and use of digital learning resources in the district, with an emphasis on G Suite for Education apps: Google Docs, Sheets, Slides, Classroom, and Forms.

Action: (What is the action?)

Create and share a PD survey with teachers
Schedule monthly PD sessions based on teacher feedback

Progress:

The Digital Learning team continued to provide digital literacy PD sessions each month during the school year.

Additional PD sessions related to district initiatives and MCAS testing are attached.

Description of Evidence:

Survey data was collected from teachers throughout the year on:

- Google Apps skills
- Spring Device survey (data used to evaluate the effectiveness of the teacher Chromebook and mirroring)
- September PD survey

Professional Development Calendar / Digital Learning Team

2018-2019

| October | Date | Location | Room # | Leader | Assistant | Assistant | Link to PD doc | Notes |
|--|-----------|------------|---------------------|----------------------------------|-------------------------------|-----------|---|---------------------------|
| PTP | 11 | OMS | | Meagan | Nikki | Johanna | | |
| Classroom | 15 | OMS | 211 | Nikki | Meagan | Abby | https://docs.google.com/document/d/16BFTbAzNw-q9zLomwSTsbWHOM4EuzScZUFgsh3Xr0-o/edit?usp=sharing | |
| PTP | 24 | OMS | | Johanna | | | | |
| Classroom | 30 | Peirce | 312 | Nikki | Johanna | Michelle | https://docs.google.com/document/d/16BFTbAzNw-q9zLomwSTsbWHOM4EuzScZUFgsh3Xr0-o/edit?usp=sharing | Christina Perkoski's room |
| November | Date | Location | | Leader | Assistant | Assistant | | |
| Read & Write | 8 | Gibbs | 2nd floor teachers' | Susan | Laura | | https://goo.gl/Tt6kvN | |
| Chromebooks: Making the Switch from Mac and Office | 19 | AHS | 321 | Jeff | Kelly | Abby | https://docs.google.com/document/d/1mR4Hce5WrRWI6daHP4ipi-pvg4VHpCfM_tl0QHvHdhOI/edit?usp=sharing | |
| December | Date | Location | | Leader | Assistant | Assistant | | |
| BrainPOP | 10 | Dallin | 206 | CANCELLED to to lack of sign ups | | | | |
| Pear Deck | 13 | OMS | 205 | Meagan | Jeff | | | |
| January | Date | Location | | Leader | Assistant | Assistant | | |
| Sites | 14 | AHS | | Jeff | Stacy (pending date selected) | Kelly | http://bit.ly/2su-gsite | |
| Calendar | 30 | AHS | | Stacy | Aly | Abby | | |
| February | Date | Location | | Leader | Assistant | Assistant | | |
| Forms / with auto | 2/27/2019 | AHS | | Jeff | Stacy | | http://bit.ly/2BTh5YH | |
| March | Date | Location | | Leader | Assistant | Assistant | | |
| | | | | | | | | |
| April | Date | Location | | Leader | Assistant | Assistant | | |
| Slides | 4/8/19 | Bishop | | Aly | | Michelle | | |
| Drive & Docs | 29 | OMS rm 452 | | Susan | Laura | Fern? | | |
| May | Date | Location | | Leader | Assistant | Assistant | | |
| Basic Computer | | | | Johanna | Fern | Michelle | | |
| June | Date | Location | | Leader | Assistant | Assistant | | |
| TBA | | | | | | | | |

Script for 3.19 MCAS PD

Google Hangout for elementary educators and staff

Signing in

- Returning users click forgot password
- New users need to find the email from Pearson and follow the directions for signing in

Training site vs. the “live” site

What’s new this year

- Time out warning after 15 minutes of inactivity
- Icons that indicate an accommodation

Sessions

- Getting to your session
- Preparing and unlocking
- Where to find the testing tickets (that will be printed and handed out)

Students

- Must log out after day 1; check for completed status
- Before beginning day 2, teachers need to check screens for sign in screen
- Use the same device for both days of testing

Accommodations

- Pre-approved graphic organizers

Thompson Assessment Data Bank

An Overview

January 22, 2019

Thompson Assessment Data Bank

What is the purpose of the APS Assessment Data Bank?

- The Assessment Data Bank is an online tool where you view, sort, and filter your students' DRA, i-Ready, ACCESS and MCAS scores
- It will be used to provide staff with easy access to informal and formal student assessment data. In addition, it will assist with building student profiles.

How is the Data Bank different from Google Sheets?

- The Data Bank is the place where teachers and staff can sort, filter, and download data
- Important: Teacher and master sheets are used for data entry only: **no sorting, copying, or editing** can be done in teacher or master sheets

Activity

To learn how to use the Assessment Data Bank, you'll complete the challenges below when you meet in grade level teams. Help is on page 2 of this doc.

Challenges

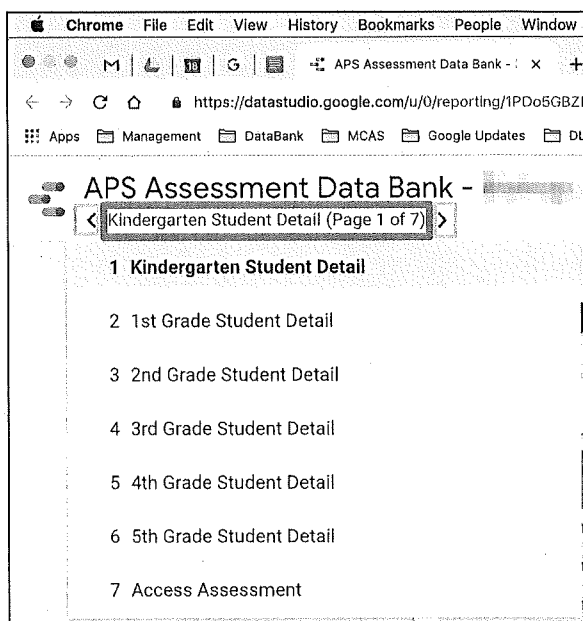
1. Use the Teacher filter to view your class data
2. Sort your students by last name (from A – Z and Z – A)
3. Choose an assessment score and sort from highest to lowest
4. Use the ELL Status filter to view your ELL students
5. Use the IEP Status filter to view your students on ed plans
6. Use the 504 Status filter to view your students on 504 plans
7. Download your sorted data
8. Visit the Score Guide and Help Page

If you have questions please add them to this doc.

How to Use the APS Assessment Data Bank

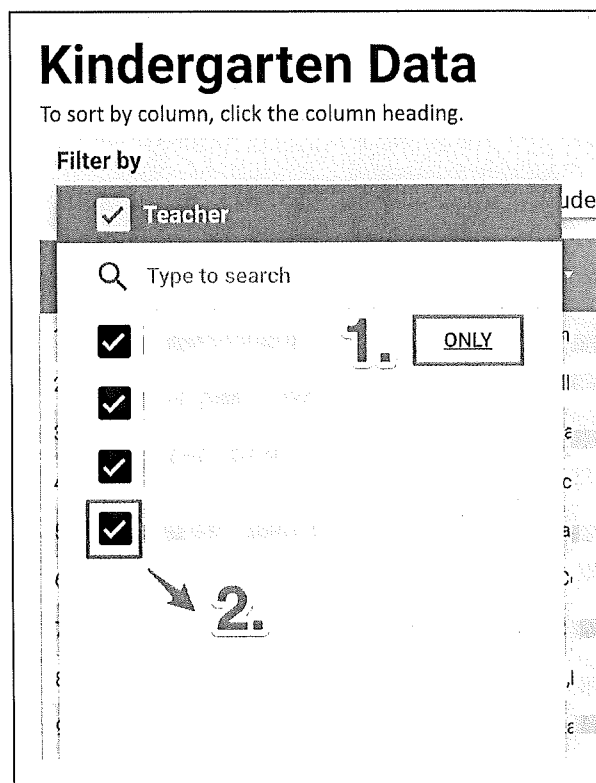
To move from page to page:

1. Click the right or left arrows or
2. Click the page name and use the drop down



Using "Filter by"

1. To view only one teacher or student, move your cursor to the right of the name and click **ONLY** or
2. Use the checkboxes



To sort alphabetically or by score:

Click the column title (i.e. Teacher, Student, etc.)



To download your sorted/filtered data:

1. Move your cursor to the right of the first row in the table.
2. When you see the three dots, click to choose a download option

| Filter by | | | |
|------------------------|--------------------------|--------------------|-------------|
| ELL Status | | | |
| IEP Status | | | |
| 504 Status | | | |
| Baseline Sounds /26 | Nov. Letter ID /54 | Nov. PA #21 /24 | RAN Objects |
| 0 | 44 | 7 | 101 |
| 0 | 38 | 6 | 98 |
| null | 54 | 19 | 121 |
| 0 | 50 | 6 | 87 |
| 15 | 54 | 15 | 123 |
| 2 | 47 | 6 | 95 |
| 19 | 53 | 17 | 102 |
| 14 | 51 | 11 | 105 |
| 4 | 35 | 8 | 90 |
| 25 | 54 | 16 | 105 |

APS Literacy Assessment Dashboard

An Overview

September 25, 2018

Entering Reading Assessment Scores

What will be the same?

- Teachers will enter scores via their Google sheet
- New students are added to the bottom by the classroom teacher; SASIDs are added later

What is different?

- Teachers' sheets are emailed to them at the beginning of the year
- No sorting, copying, or editing can be done in teacher or master sheets
- Change: There is a change in how reading teachers will enter data
 - For the Kindergarten RAN Objects assessment go to the Literacy Assessment Master - Grade K sheet
- In the past, sheets had a dual purpose: as a collection vehicle and for viewing; now the sheets are only for collecting the data

How will I view the data?

- Assessment scores will be viewable via a "dashboard." To view the "dashboard" in its current form visit this link: [Literacy 2018 - 2019](#)

How does it work?

- The teacher sheets hold classroom assessment scores
- The Master contains all assessment scores across the district
- The "dashboard" is the mechanism that allows you to view, sort, dig into the data
- Click the image below to see how it works

| Links to Grade Level Sheets | | |
|-----------------------------|-------------------------|-------------------------|
| Grade K | Grade 2 | Grade 4 |
| Grade 1 | Grade 3 | Grade 5 |

What questions do you have?

If you have questions [please add them to this doc.](#)

i-Ready Placement Tables 2018 – 2019

MCAS 2018

Table 3: Next-Generation MCAS Achievement Levels

| Achievement Level | Scaled Score Range | Definition |
|---------------------------------------|---------------------------|---|
| <i>Exceeding Expectations</i> | 530–560 | A student who performed at this level exceeded grade-level expectations by demonstrating mastery of the subject matter. |
| <i>Meeting Expectations</i> | 500–529 | A student who performed at this level met grade-level expectations and is academically on track to succeed in the current grade in this subject. |
| <i>Partially Meeting Expectations</i> | 470–499 | A student who performed at this level partially met grade-level expectations in this subject. The school, in consultation with the student's parent/guardian, should consider whether the student needs additional academic assistance to succeed in this subject. |
| <i>Not Meeting Expectations</i> | 440–469 | A student who performed at this level did not meet grade-level expectations in this subject. The school, in consultation with the student's parent/guardian, should determine the coordinated academic assistance and/or additional instruction the student needs to succeed in this subject. |

Table 4: Legacy MCAS Achievement Levels

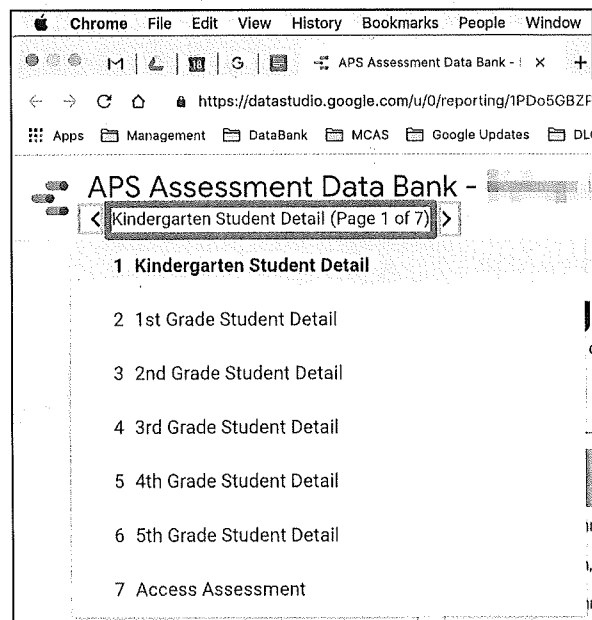
| Achievement Level | Scaled Score Range | Definition |
|--------------------------|---------------------------|---|
| <i>Advanced</i> | 260–280 | Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems. |
| <i>Proficient</i> | 240–258 | Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems. |
| <i>Needs Improvement</i> | 220–238 | Students at this level demonstrate a partial understanding of subject matter and solve some simple problems. |
| <i>Warning / Failing</i> | 200–218 | Students at this level demonstrate a minimal understanding of subject matter and do not solve simple problems. |

MCAS Spring 2018 MCAS Tests: Summary of State Results

How to Navigate the APS Assessment Data Bank

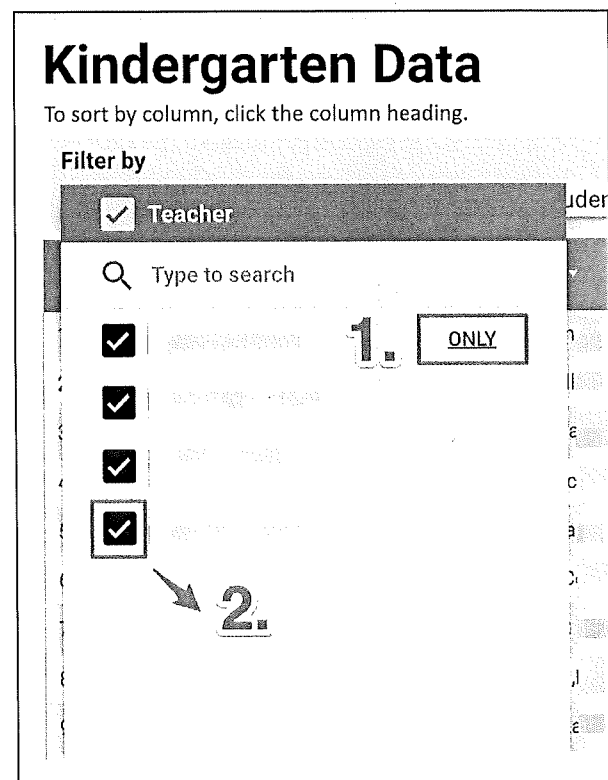
To move from page to page:

1. Click the right or left arrows or
2. Click the page name and use the drop down



Using "Filter by"

1. To view only one teacher or student, move your cursor to the right of the name and click **ONLY** or
2. Use the checkboxes



To sort alphabetically or by score:

Click the column title (i.e. Teacher, Student, etc.)



To download your sorted/filtered data:

1. Move your cursor to the right of the first row in the table.
2. When you see the three dots, click to choose a download option

| Filter by | | | |
|------------------------|--------------------------|--------------------|-------------|
| ELL Status | | | |
| IEP Status | | | |
| 504 Status | | | |
| Baseline Sounds /26 | Nov. Letter ID /54 | Nov. PA #21 /24 | RAN Objects |
| 0 | 44 | 7 | 101 |
| 0 | 38 | 6 | 98 |
| null | 54 | 19 | 121 |
| 0 | 50 | 6 | 87 |
| 15 | 54 | 15 | 123 |
| 2 | 47 | 6 | 95 |
| 19 | 53 | 17 | 102 |
| 14 | 51 | 11 | 105 |
| 4 | 35 | 8 | 90 |
| 25 | 54 | 16 | 105 |

Evidence Cover Sheet for Goal Objective 2.1

Cultural Competency

Directions: Click on the link for the language that you submitted last spring: [18-19 District Goals](#). In addition, here are the links to the [Transferable Skills](#) and [Vision of Student and Learner and Global Citizen](#).

Goal Objective 2.1 Professional learning for educators will reinforce targeted components of the academic curriculum, social emotional competencies and pedagogy, and will emphasize culturally responsive and data-informed instructional practices that support student learning and growth.

District Goal/Rationale: (How does this connect to the language in goal objective 1.1? More specifically, how does it connect to transferable skills, district's vision of student as learner, and align with state standards?)

To provide a foundation of knowledge that addresses implicit racial, ethnic and cultural bias, introduce culturally responsive teaching practices and provide tools to audit current instructional practices and materials for use of stereotypes and myths regarding diverse groups of individuals. The impact of this training is to assist with cultivating a culture in which Arlington Public School staff develop the will and skill to build positive relationships with all students.

The cultural competency training also aligns directly with the following transferable skills and characteristics found in the Vision of Student as Learner and Global Citizen that Arlington Public School students are able to develop as they matriculate through Arlington Public Schools:

Transferable Skills:

- Flexibility and adaptability
- Global and cultural awareness
- Critical thinking
- Expressive and receptive communication skills
- Social responsibility and ethics
- Self-awareness and self-efficacy

Vision of Student as a Global Citizen

Students will strive to be empathic, responsible, active members of a local and global community who are aware of the role that bias and prejudice play in society, as demonstrated by their ability to:

- speak with and listen to others in a manner that is respectful of multiple perspectives
- cultivate and maintain healthy and rewarding relationships with diverse individuals and groups*
- develop self-awareness and self-understanding
- think critically and reflect upon choices and their impact on others
- participate as a consumer of and contributor to the cultural and civic life of local and global communities.

Action: (What is the action?)

- All APS teachers will engage in at minimum eight hours of cultural competency professional learning experiences.

Progress: As a district staff awareness of the need to adjust our practices to meet the needs of all students is still being cultivated. The amount of discussion regarding implicit bias and the act of self reflecting seems to have increased based upon various activities that are taking place in through-out the district. Staff has provided feedback that future professional development opportunities need to focus on providing concrete examples of culturally instructional strategies.

Next year, the all day professional development day will focus on Equity and Inclusion---it will include a variety of workshops facilitated by Arlington staff and outside facilitators.

Description of Evidence:

- 1.) The agenda from November 6 all day professional development day
- 2.) Description of the Keynote message and break-out session for district administrators and middle school staff
- 3.) Agenda for the afternoon session facilitated by Dr. Carlos Hoyt and attended by preschool and elementary staff
- 4.) Powerpoint for the elementary training

1

| | | |
|--|---------------------------|--|
| <div>All Day Professional Development Day</div> <div>Topic: Cultural Competency</div> <div>Keynote Speaker: Roberto Rivera</div> <div>Tuesday November 6, 2018</div> <div>8:00-3:30 PM</div> <div>AHS/Brackett/Ottoson</div> | | |
| TOPIC: Cultural Competency | Attendees: District Staff | |
| TO PREPARE FOR THIS MEETING, PLEASE: | | |
| <ul style="list-style-type: none">Read this agenda | | |
| Schedule [All Day] | | |
| TIME | MINS | ACTIVITY |
| 8:00-8:30 AM | 30 | <ul style="list-style-type: none">Sign-in (Entrance to AHS)Enjoy light refreshments (AHS cafeteria) |
| 8:30-10:00 AM | 90 | <ul style="list-style-type: none">Keynote Speaker, Roberto Rivera (AHS: Lowe Auditorium)<ul style="list-style-type: none">Keynote message: <i>"Hip-Hop(e): The Art and Science of Creating an Environment Where All Youth Can Thrive"</i> |
| 10:00-10:15 AM | 15 | <ul style="list-style-type: none">Travel to Rooms for Debriefing session<ul style="list-style-type: none">Click on the following link to find out where you go for your debrief:<ul style="list-style-type: none">Room Assignments |
| 10:15-11:15 | 60 | <ul style="list-style-type: none">Debrief about the morning message using the 4 As protocol and template |
| 11:15-12:30 PM | 75 | <ul style="list-style-type: none">Pick-up boxed lunch (AHS cafeteria)Eat LunchTravel to afternoon destination |
| 12:30-2:30 PM | 120 | <ul style="list-style-type: none">Elementary Staff works with Dr. Carlos Hoyt (AHS: Lowe Auditorium)<ul style="list-style-type: none">Brackett Staff returns to Brackett ElementaryPreschool staff returns to preschool<ul style="list-style-type: none">Focus: Pyramid Model |
| 12:30-3:30 PM | 180 | <ul style="list-style-type: none">Gibbs and Ottoson Staff work with Roberto Rivera (Ottoson Middle School) |
| 12:30-3:30 PM | 180 | <ul style="list-style-type: none">AHS Staff participates in Collaborative Problem Solving training (Old Hall) |

Arlington Keynote and Break Out Sessions November 6th, 2018

Keynote Presentation (90min) 8:30am-10:00am

Title: Hip-Hop(e): The Art and Science of Creating an Environment Where All Youth Can Thrive

Description: In this talk, Roberto Rivera will share a framework called Hip-Hop(e) to describe how social and emotional learning can be reinvigorated with the Mindsets to engage all youth in strength based, and culturally relevant ways. He will share research and case studies that will bring this research to life and make it practical for the audience members to have several ideas that they can bring back and put into practice the next day. More specifically, he will discuss how relationships can be fostered that can bridge generational gaps and foster multicultural competence in teachers and students. Audience members will learn about "stereo-type threat" as well as effective strategies in overcoming this and creating the conditions where all students can thrive.

Break Out Session with Administration 10:15am-12:00

Title: Unleashing the Power of Authentic Youth Voice: Creating and Sustaining Impact on a District and School Level

Description: During this interactive workshop, Roberto will lead the group to thinking critically about the unique attributes of Generation Z. Further he will share a research framework on thriving and discuss the importance of cultivating youth voice with these unique generational attributes in mind. He will also share research demonstrating the transformative power of youth voice to student and organizational outcomes. Audience members will be engaged with practical examples on how youth voice can be engaged and strengthened through case study examples from his research through CASEL with districts and schools around the nation. Participants will then be prepared to develop their own action plans to activate and harness youth voice, and will be given resources to assess these efforts moving forward.

Break Out Session with Middle School Staff 1pm-3pm

Title: From Objects to be Changed to Agents of Change: Re-examining Students Assets and What Constitutes Academic Rigor

Description: In this workshop Roberto will engage audience members in discussing what constitutes academic rigor and encourage them to think about how relationships and cultural relevance feed into this. He will challenge audience members to consider the importance of

youth being able to solve problems in their lives and in the world, and subsequently also on tests. He will give practical examples on how to do this based on acknowledging and cultivating students strengths in culturally relevant ways. He will also discuss the reality of trauma and share his research on post-traumatic growth and discuss how classrooms can nurture this experience of post traumatic growth in practical ways. Roberto will share ideas on how these ideas can be implemented in classrooms and provide space for staff members to develop their own action plans in engaging their students in more relevant and rigorous ways. Educators will leave this session by sharing their own action plans and what they hope to try the next day and moving forward.

3

Turning Point:

Doing More Tomorrow Than Ever Before

To Increase, Improve Or Enhance Inclusivity In Your Sphere Of Influence

Arlington Public Schools

November 6, 2018

Carlos Hoyt, PhD, LICSW

12:40PM – Who Is This Person?

1:00PM – Overview

Guidelines for Constructive Dialogue

Heart-Heads-Hands worksheet

1:05PM – Empathy

Heart-Heads-Hands Turn & Talk

1:35PM – Inclusivity Should Be *Inclusive*: “But That’s Just Good Teaching!”

Heart-Heads-Hands Turn & Talk

2:05PM – Turning Point Discussion

2:30PM - Closure

1. Heart-Heads-Hands worksheets
2. Chestnut Hill School Diversity Equity & Inclusion Curriculum Personhood Prism
3. Increasingly Inclusive Curriculum chart
4. Understanding Empathy So That We Can Understand Others

Heart-Head-Hands Self-inventory & Turning Point Discussion

If you're uncertain, skeptical, cynical or otherwise uncommitted regarding the task, there's little chance you'll pursue it effectively.

If you're unknowledgeable regarding the theory, rationale, and best practices associated with the task, there's little chance you'll risk trying it – and you shouldn't!

If you've had no opportunities to practice the task in safe, supportive environments to gain a sufficient sense of skill and confidence, it would be daunting to have to learn via trial by fire.

Heart-Heads-Hands Turn And Talk About Empathy

1. How do you define empathy?

2. Where's your *heart* - Investment in and commitment to teaching it?

3. Where's your *head* - Knowledge about the concept?

4. Where are your *hands* - Practice and skill in teaching empathy?

Heart-Heads-Hands Turn And Talk About Challenges to Inclusive Pedagogy

1. Where's your *heart* - Investment in and commitment to teaching inclusively?

2. Where's your *head* - Knowledge about inclusive pedagogy?

3. Where are your *hands* - Practice and skill regarding maximally inclusive pedagogy?

4. What are the priority challenges you face and will face *tomorrow* that we can talk about right now in pursuit of a turning point experience?

Understanding Empathy So That We Can Understand Others

Panels or pages that would be illustrated by our students

1. What is Empathy?
2. EMPATHY is understanding how someone feels and thinks and why they do the things they do.
3. Empathy doesn't require that you agree with what you understand about another person. That would be SYMPATHY.
4. Empathy doesn't require that you feel bad for someone. That would be PITY.
5. Empathy doesn't even require that you do something nice for someone. That would be KINDNESS.
6. Empathy works kind of like an X-ray.
7. After a doctor looks at an X-ray, they know what's going inside someone's body and then the doctor can decide what is the best thing to do. The doctor will probably say things like, "I see what's going on. I understand what you're feeling." The doctor might decide to do nothing more and allow the person to heal on their own or the doctor might decide that they should do something to help.
8. Empathy is like a *feelings X-ray*. It shows you what's happening inside the feelings of another person. Once you "see" what's going on inside another person, you can accurately say, "I understand what you're feeling, thinking, and why you behaved as you did."
9. After that, you might decide to do nothing more and allow the person to take care of themselves or you might decide that you should do something to help.

Hopefully, you'll decide to do something kind and supportive!

10. But HOW do you find out what someone is feeling?

what's going on inside a person's body.

12. What are some ways we might be able to find out what someone is feeling?

13. The VERY BEST way to find out what someone else is feeling is to ***ASK them.***

Turning Point

**Doing More Tomorrow Than Ever Before
To Increase, Improve Or Enhance Inclusivity
In Your Sphere Of Influence**

**Arlington Public Schools
November 6, 2018**

Carlos Hoyt, PhD, LICSW

It Begins Immediately---*Who is this person?*

Please note your first-impression thoughts about the following aspects of my identity.

- ☐ **Sex**
- ☐ **Gender**
- ☐ **Race**
- ☐ **Ethnicity**
- ☐ **Culture**
- ☐ **Age**
- ☐ **Physical condition (“disabilities?”)**
- ☐ **Sexual orientation**
- ☐ **Spiritual orientation**
- ☐ **Political orientation**
- ☐ **Marital Status**
- ☐ **Socioeconomic status**
- ☐ **Mood (how am I feeling)**
- ☐ **Agenda**

It Begins Immediately---*Who is this person?*

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- ☐ **Sex**
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- ☐ **Ethnicity**
- ☐ **Culture**
- ☐ **Age**
- ☐ **Physical condition (“disabilities?”)**
- ☐ **Sexual orientation**
- ☐ **Spiritual orientation**
- ☐ **Political orientation**
- ☐ **Marital Status**
- ☐ **Socioeconomic status**
- ☐ **Mood (how am I feeling)**
- ☐ **Agenda**

Turning point

A time at which a decisive change in a situation occurs,
especially one with beneficial results

Empathy

Inclusive Pedagogy

Heart-Head-Hands Self-inventory & Turning Point Discussion



If you're uncertain, skeptical, cynical or otherwise uncommitted regarding the task, there's little chance you'll pursue it effectively.



If you're not knowledgeable regarding the theory, rationale, and best practices associated with the task, there's little chance you'll risk trying it – and you shouldn't!



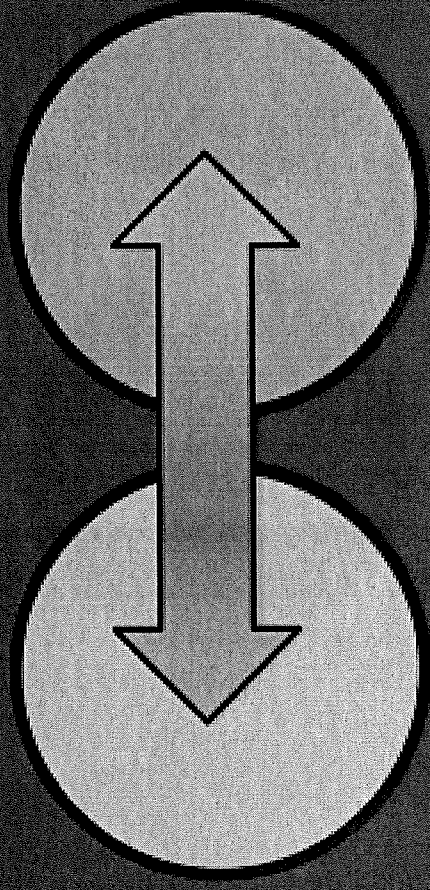
If you've had no opportunities to practice the task in safe, supportive environments to gain a sufficient sense of skill and confidence, it would be daunting to have to learn via trial by fire.

pre·req·ui·site

a thing that is required as a prior condition for something else to happen or exist.

Empathy is prerequisite to cultural proficiency, competency, social justice, and plain old getting along with others – by whatever name we wish to call it.

If we're not teaching our children how to understand and make use of empathy, we're neglecting to provide essential foundational preparation for respectful, civil, peaceful interaction.



What then is empathy?

And how can we effectively teach it at the
elementary school level?

Turn and talk about empathy

1. How do you define empathy?
2. Where's your heart - Investment in and commitment to teaching it?
3. Where's your head – Knowledge about the concept?
4. Where are your hands – Practice and skill in teaching empathy?

✧ *EMPATHY* is understanding how someone feels and thinks and why they do the things they do.

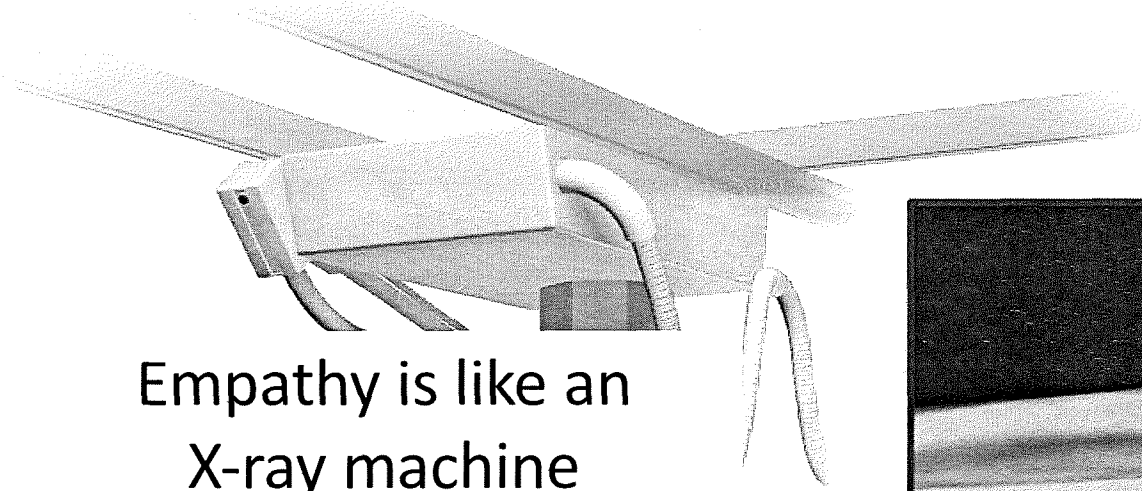
Period.

✧ Empathy doesn't require that you agree with what you understand about another person. That would be *SYMPATHY*.

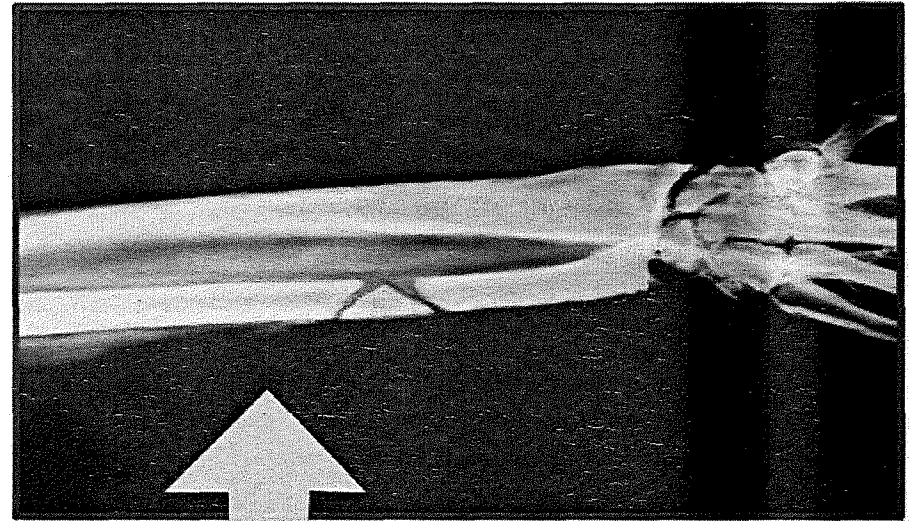
✧ Empathy doesn't require that you feel bad for someone. That would be *PITY*.

✧ Empathy doesn't even require that you do something nice for someone. That would be *KINDNESS*.

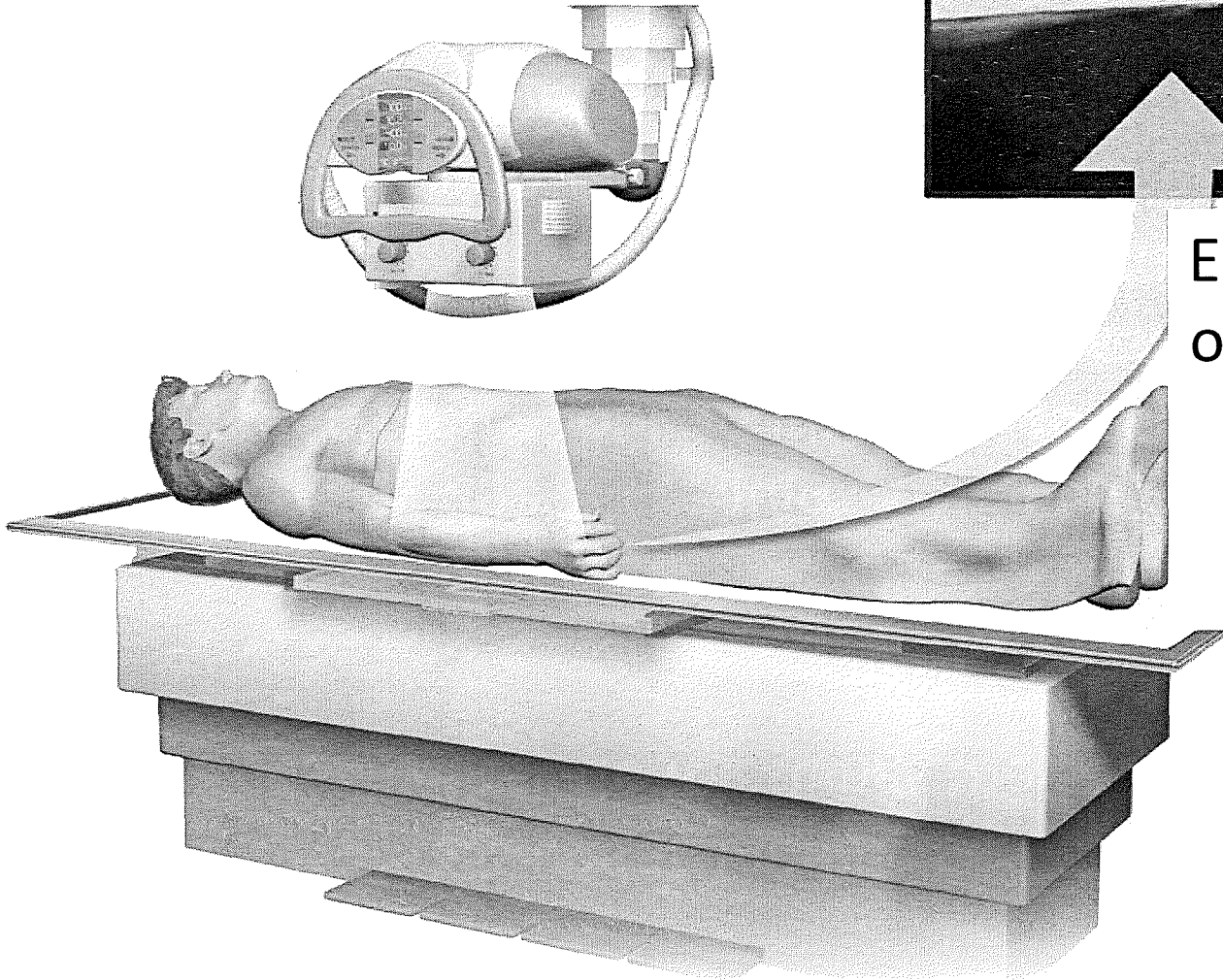
✧ Empathy works kind of like an *X-ray*.



Empathy is like an
X-ray machine



Empathic understanding
or attunement allows us
to see what might be
ailing another person



Empathy

To *find* one's way into another's experience.

Em = in

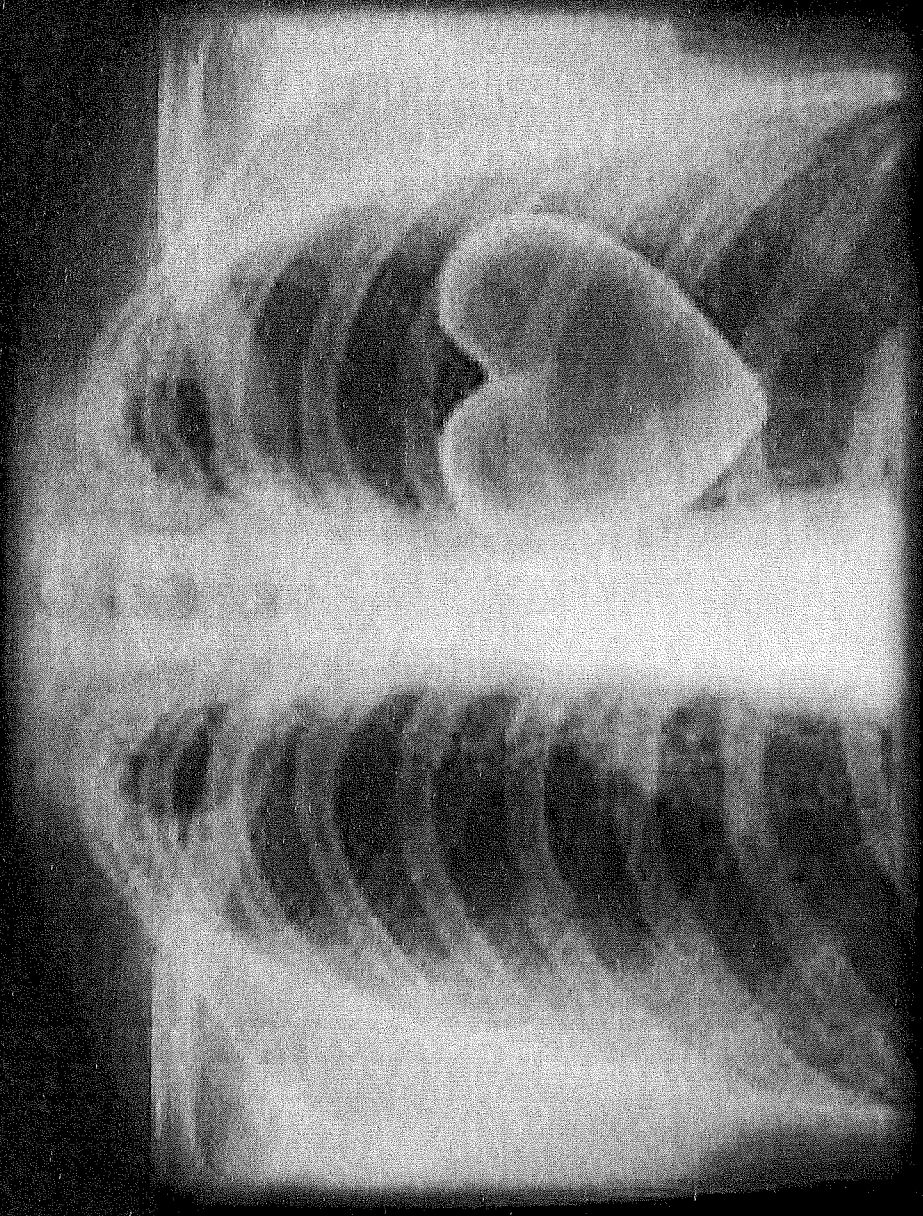
Sympathy

To *feel* in agreement with (supportive of) another person's feelings, views, etc.

Sym = with

We can understand another person's feelings and point of view without also endorsing them.

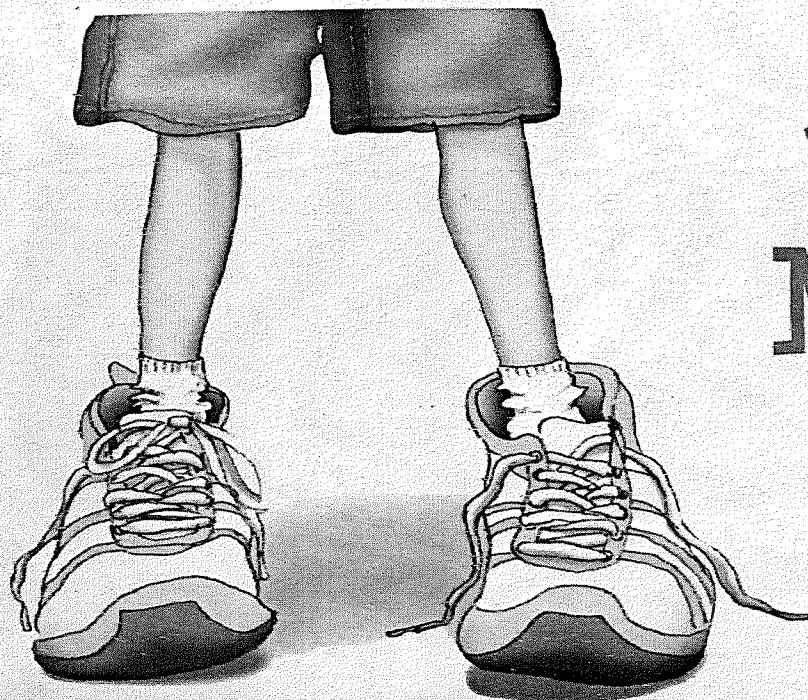
Understanding Empathy So That We Can Understand Others





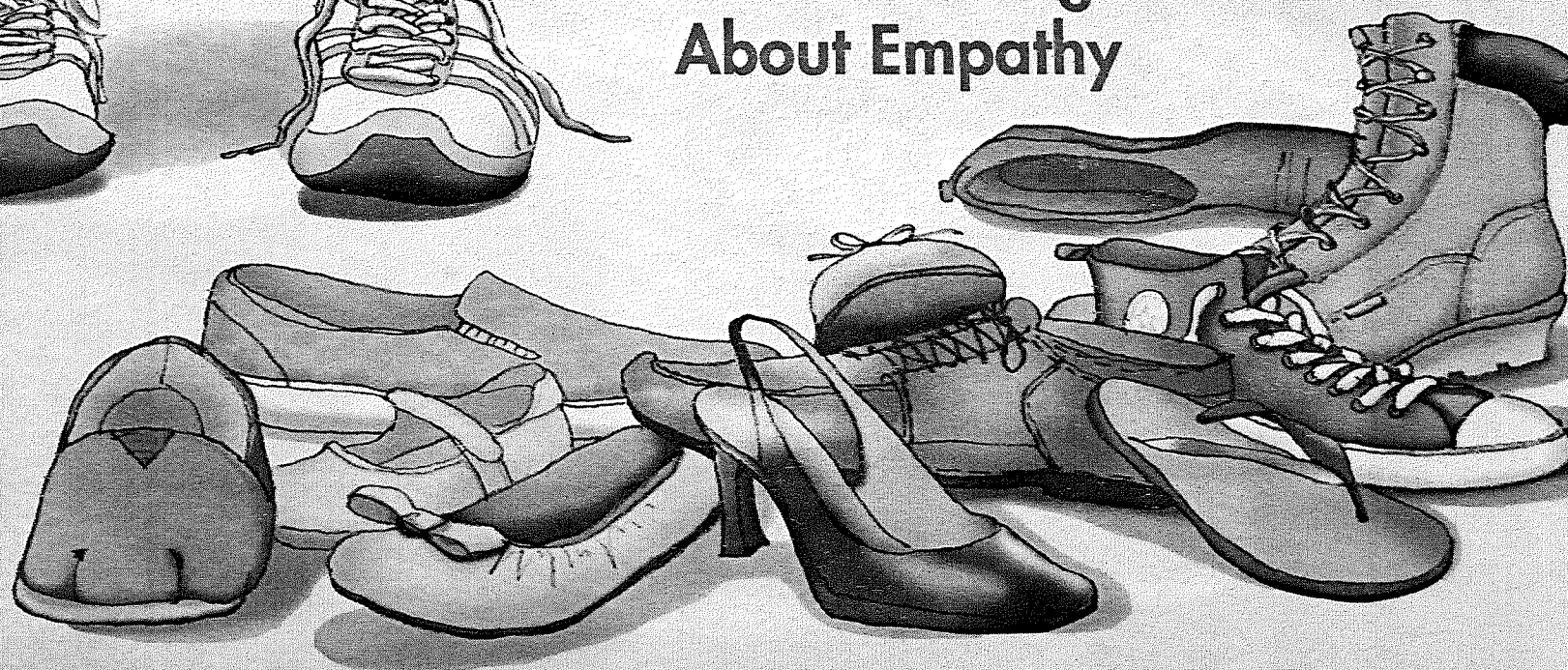


Love and Logic®



Stand in My Shoes

Kids Learning
About Empathy



By Bob Sornson

Illustrated by
Shelley Johannes

little empathy?„

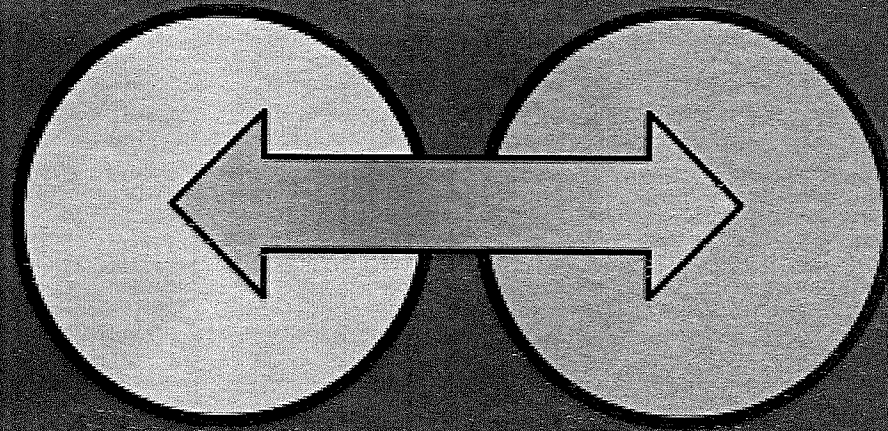
Emily had no idea what her big sister meant. “What’s empathy?”

“Empathy is when you understand how someone is feeling because you imagine what it’s like to be them or stand in their shoes.

People are grateful when you notice how they feel.

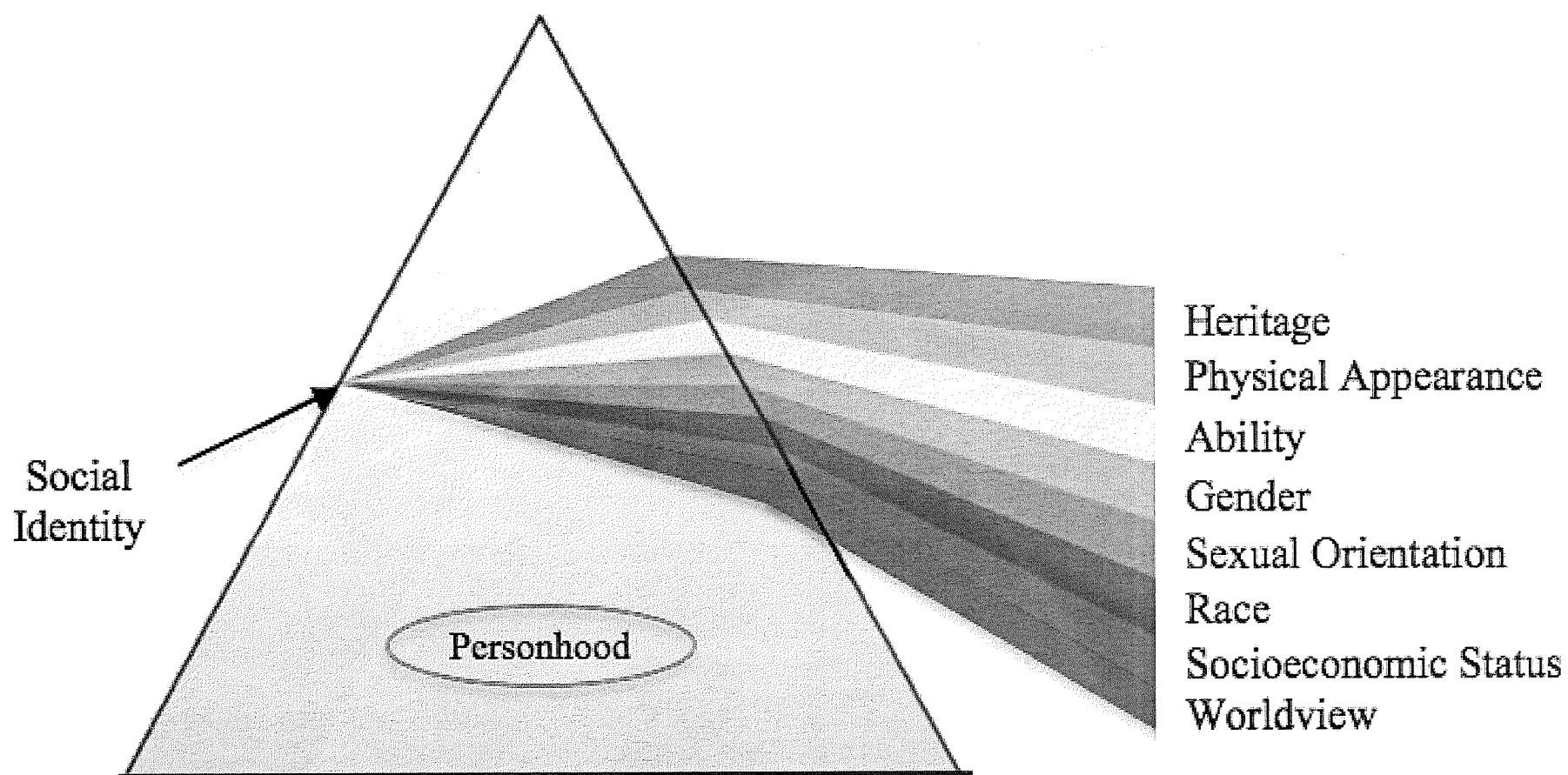
I’m worried about my test, and I’d really appreciate it if you’d scram so I can study.”





What *can* – what *will* – you do tomorrow to increase, improve, enhance your teaching of empathy?

Chestnut Hill School Diversity Equity & Inclusion Curriculum Personhood Prism



Teaching the full spectrum of social identity to reduce bias, increase equity, and prepare students to think critically, engage empathically, and thrive in an increasingly complex and interconnected world.

From Pursuing Social and Emotional Development Through a Racial Equity Lens: A Call to Action

Both equity and social, emotional, and academic development are currently receiving much-needed attention,

but neither can fully succeed without recognizing strengths and addressing gaps in these complementary priorities.

Rather than being pursued as two separate bodies of work, the field needs to identify ways in which equity and social, emotional, and academic development can be mutually reinforcing.

To accomplish this requires examining issues of race directly;

this can be difficult and uncomfortable, but we cannot avoid race and let the challenges go unacknowledged and, therefore, inadequately addressed.

From Gloria Ladson-Billings

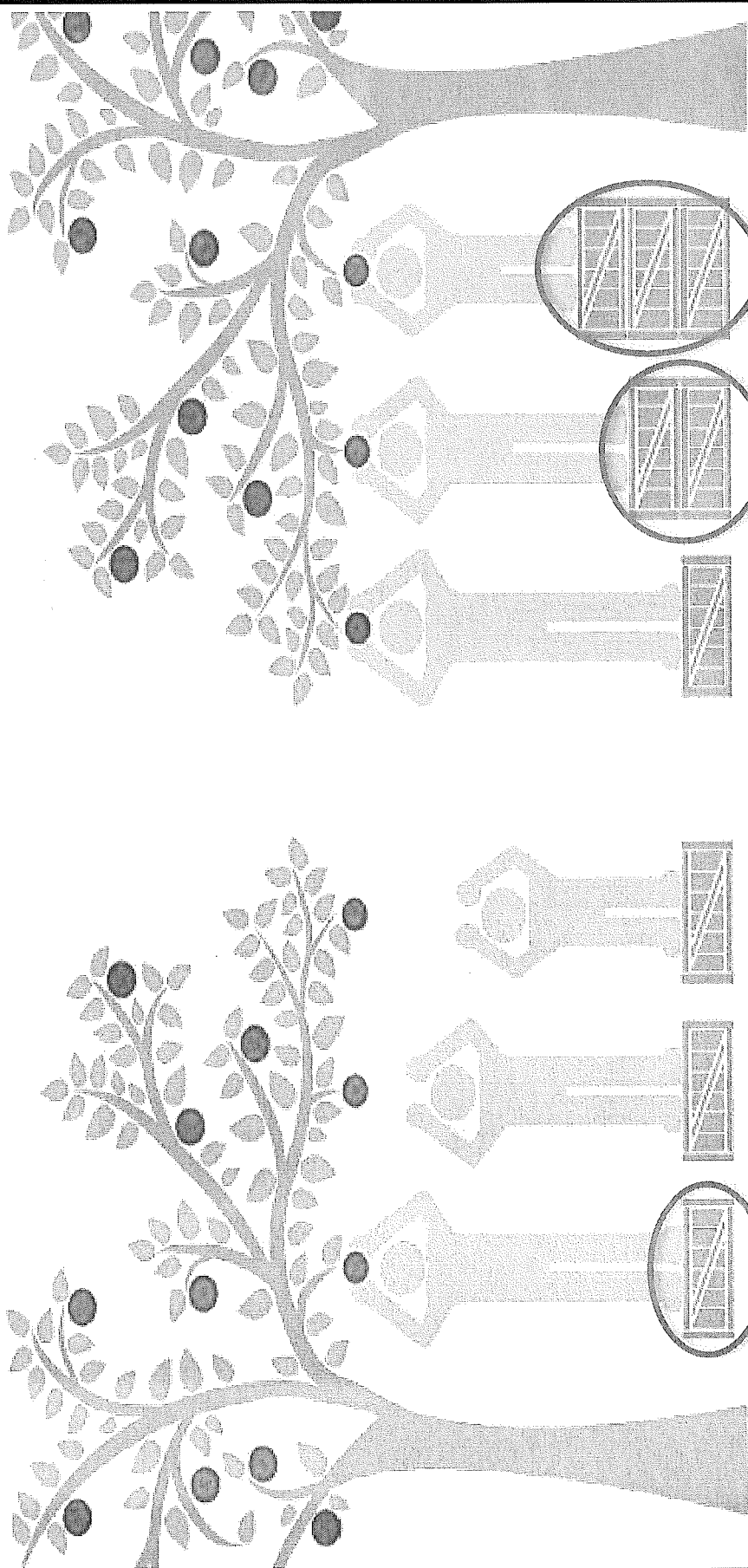
Cultural competence refers to the ability to help students appreciate and celebrate their cultures of origin while gaining knowledge of and fluency in at least one other culture.

Mirrors & Windows

Sociopolitical consciousness is the ability to take learning beyond the confines of the classroom using school knowledge and skills to identify, analyze, and solve real-world problems.

But real world problems aren't confined to beyond the classroom.

They come into the classroom everyday.



Equity

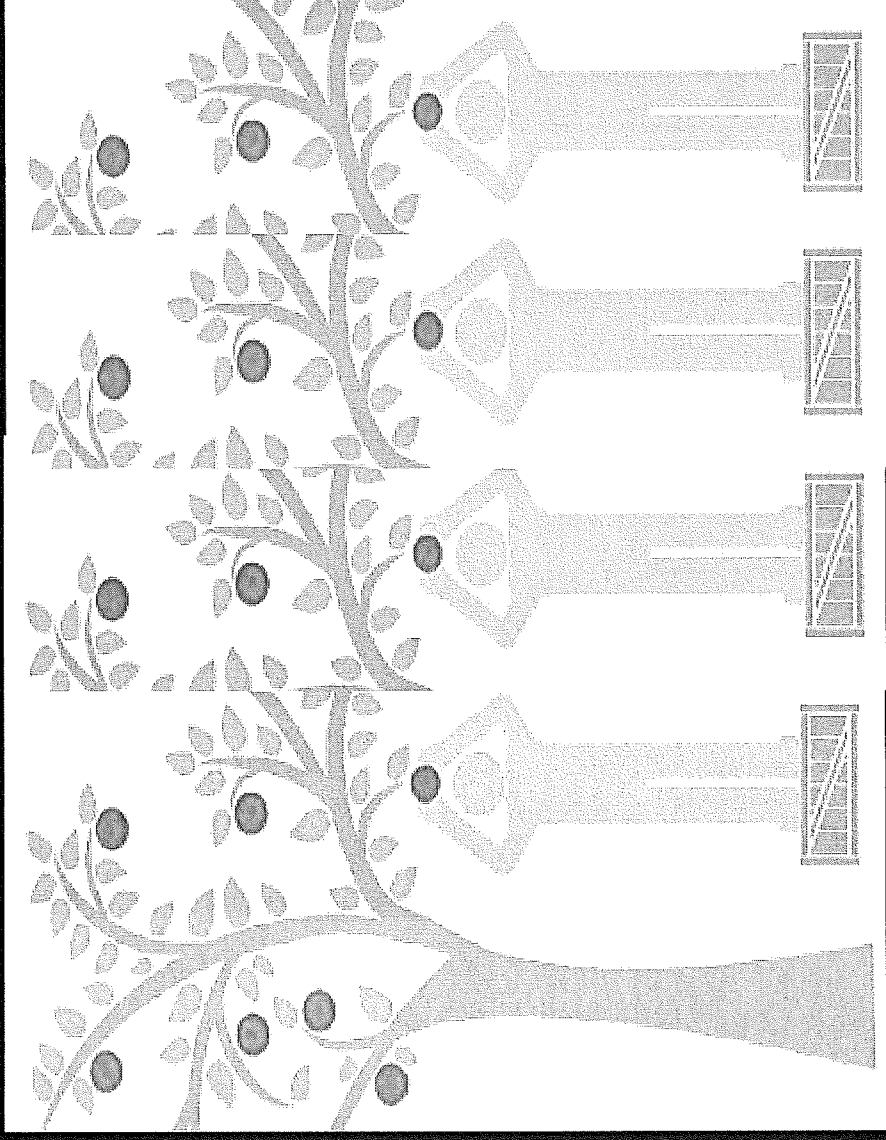
doesn't mean

Equality

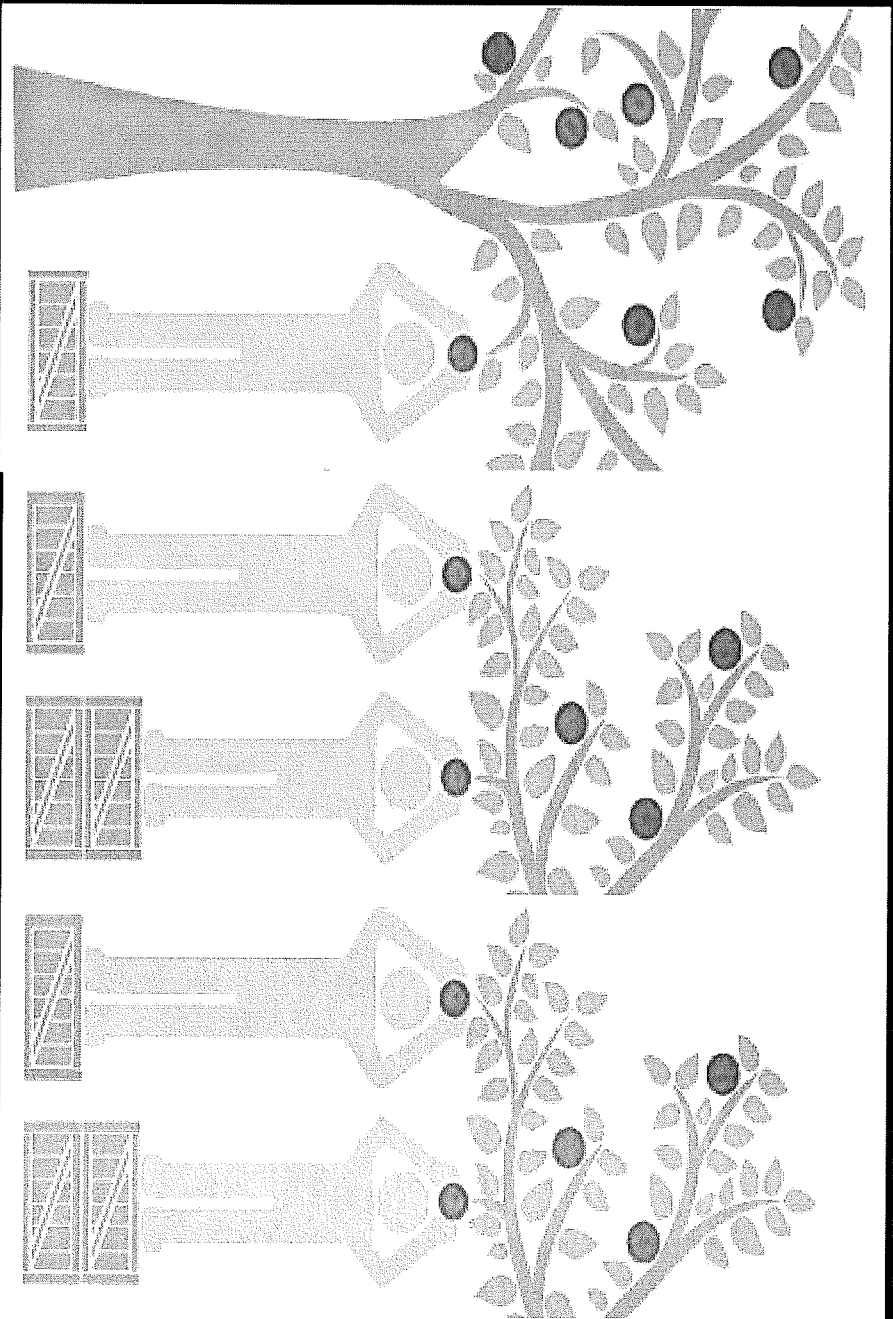
Increasingly Inclusive Curriculum

| Basic Course Design Elements | | Conventional | Improved | Optimal |
|------------------------------|--------------------------|----------------------------------|--|--|
| 1 | Purpose | Provide content | Introduce students to diverse experiences | Prepare students to actively and constructively engage in a diverse society |
| 2 | Goals | Monocultural | Hierarchically comparative | Multicultural, intersectional, pluralistic |
| 3 | Foundations/perspectives | Unexplored, unquestioned | Exposed | Multiple foundations/perspectives examined |
| 4 | Learners | Passive participants | Participants with differing perspectives, strengths and needs | Diverse set of collaborators with unique talents and needs |
| 5 | Instructors | Unexplored views, biases, values | Explores own views, biases, values | Understands and manages own views & biases |
| 6 | Pedagogy | Banking model | Employs differential approaches in response to diversity of learners | Empowers student voice, fosters metacognition, critical thinking, empathic engagement, and the pursuit of equity |
| 7 | Environment | Ignored | Reflective of historical and structural inequities | Provides mirrors and windows that celebrate and explore present and possible identities |
| 8 | Assessment/Evaluation | Standard | Mixed methods | Methods suited to student diversity |
| 9 | Adjustment | To cover the material | To some needs of some students | To the diverse needs of students |

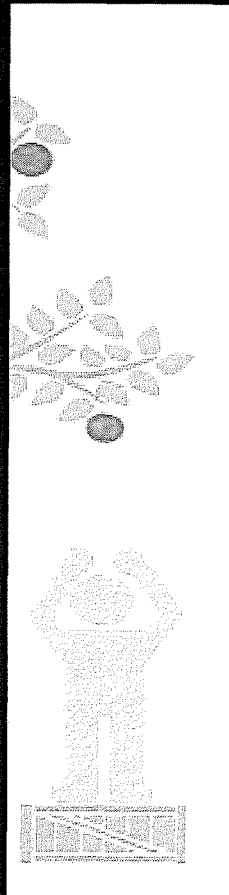
Adapted by Carlos Hoyt from: Reconsidering the Inclusion of Diversity in the Curriculum by Thomas F. Nelson Laird



My teaching is inclusive of *THIS* kind of student



My teaching is inclusive of *THIS* kind of student
and *THAT* kind of student.



But what about *THOSE* kinds of students?

Outlier

Unusual

Withdrawn

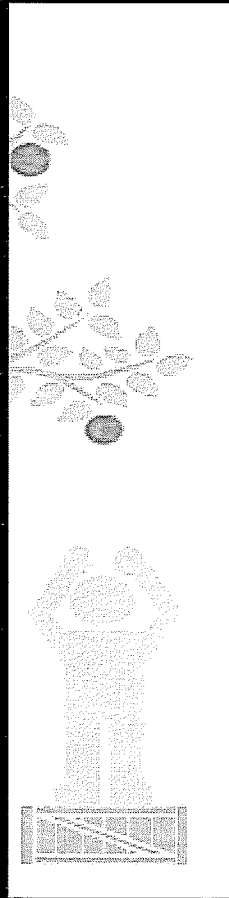
Ill-prepared

Uninterested

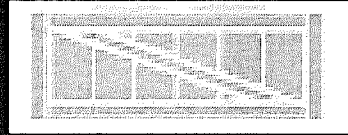
Disruptive

Oppositional

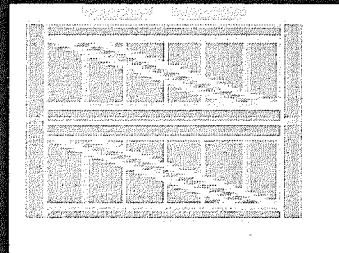
Difficult
Family



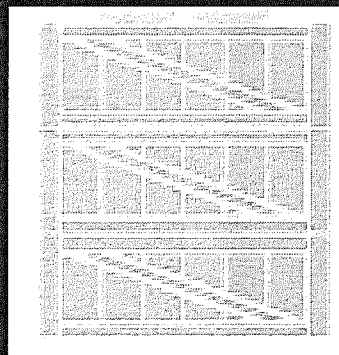
How might your *understanding*



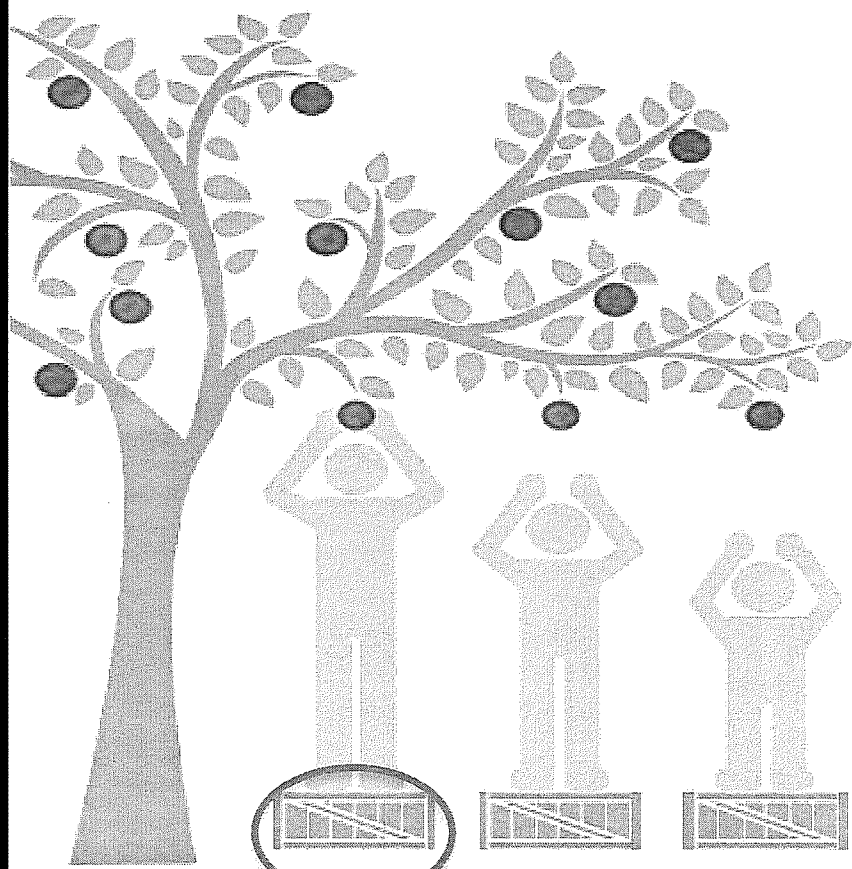
And *approach*



And *energies*

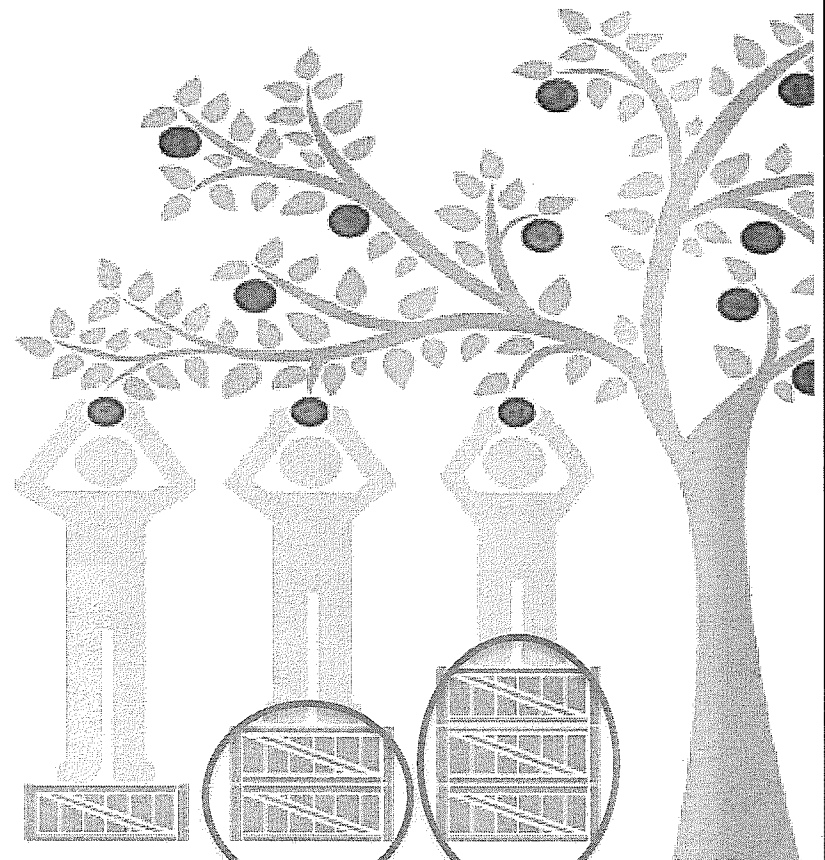


Change to improve your practice of inclusive pedagogy?



Equality

doesn't mean



Equity

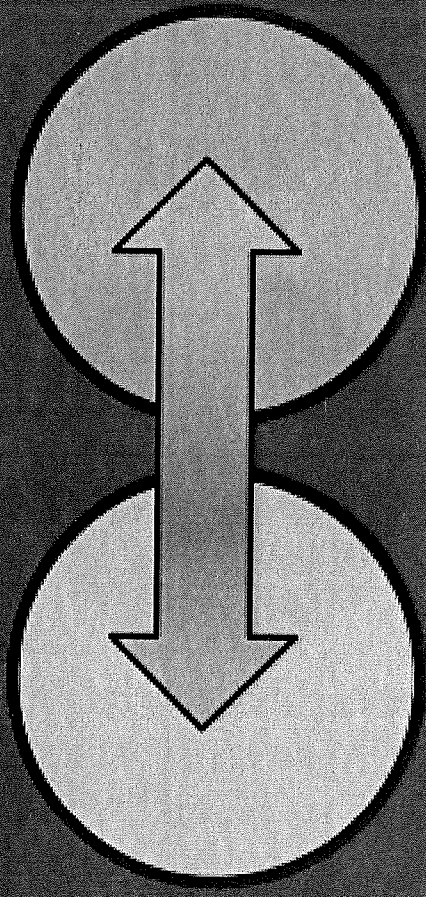
Turn and talk about challenges to inclusive pedagogy

1. Where's your heart - Investment in and commitment to teaching inclusively?
 2. Where's your head –Knowledge about inclusive pedagogy?
 3. Where are your hands – Practice and skill regarding maximally inclusive pedagogy?
-
1. What are the priority challenges you face and will face tomorrow that we can talk about right now in pursuit of a turning point experience?

Turning Point Discussion

What are the priority challenges you face and will face tomorrow that we can talk about right now so that you can do more tomorrow than ever before to increase, improve, enhance inclusivity in your sphere of influence?

- ☐ Inclusive language
- ☐ Equitable behavioral treatment
- ☐ Inclusive recognition
- ☐ Equitable outcomes
- ☐ Inclusive discourse (politics, religion, race, SES, etc.)
- ☐ Impromptu inclusive & equitable interventions
- ☐ What else?



Thank you

Peace

Evidence Cover Sheet for Goal Objective 2.1

World Languages

Directions: Click on the link for the language that you submitted last spring: [18-19 District Goals](#). In addition, here are the links to the [Transferable Skills](#) and [Vision of Student and Learner and Global Citizen](#).

Goal Objective 2.1 Professional learning for educators will reinforce targeted components of the academic curriculum, social emotional competencies and pedagogy, and will emphasize culturally responsive and data-informed instructional practices that support student learning and growth.

Provide World language teachers in grades 6-12 with professional development on researched-based effective instructional strategies that incorporates cultural proficiency and social-emotional learning.

District Goal/Rationale: (How does this connect to the language in goal objective 1.1? More specifically, how does it connect to transferable skills, district's vision of student as learner, and align with state standards?)

In World Languages, our department goal was to increase student use of target language for all communication, working towards the ACTFL guiding principle of 90%+ target language use by student and teacher. This principle is critical to effective implementation of thematic units, and aligns with our district focus on expressive and receptive communication skills, global and cultural awareness, critical thinking, and flexibility and adaptability.

Action: (What is the action?)

Work with consultant Laura Terrill.

- Understand the rationale for thematic units
- Thematic unit design
- Connection among standards, can-do statements, performance and proficiency
- Use of target language
- Lesson Design
- Learning Targets
- Collaborative Learning
- Literacy in the Interpretive, Interpersonal and Presentational Modes
- Vocabulary and Grammar

- Focus on the connection between target language use and thematic unit design, standards, can-do statements, performance and proficiency.
- Share effective strategies and resources during department and PLC meetings.
- Teacher reflection on individual action steps toward the 2018-2019 department goal: increased student use of target language.
- Teacher evaluation evidence submitted on individual action steps toward the 2018-2019 department goal: increased student use of target language.

Progress:

- Shared effective strategies and resources during department and PLC meetings.
- Teacher reflection on individual action steps toward the 2018-2019 department goal: increased student use of target language.
- Teacher evaluation evidence submitted on individual action steps toward the 2018-2019 department goal: increased student use of target language.

Description of Evidence:

Agenda from our release day with Laura Terrill

Agendas from department meetings & shared strategies doc - student use of target language



Town of Arlington, Massachusetts

2.2 Increase the diversity of the APS staff over 2017-2018 staffing levels to better reflect the diversity of our students.

ATTACHMENTS:

| Type | File Name | Description |
|---|---|-------------------------|
|  Goals | HUMAN_RESOURCES_EVIDENCE_-_GOAL_2.2.pdf | Human Resource Goal 2.2 |

Evidence Cover Sheet for Goal Objective 2.2

Directions: Click on the link for the language that you submitted last spring: [18-19 District Goals](#). In addition, here are the links to the [Transferable Skills](#) and [Vision of Student and Learner and Global Citizen](#).

Goal Objective 2.2 *Increase the diversity of the APS staff over 2017-2018 staffing levels to better reflect the diversity of our students.*

District Goal/Rationale: (How does this connect to the language in goal objective 1.1? More specifically, how does it connect to transferable skills, district's vision of student as learner, and align with state standards?)

Action: (What is the action?)

- Attend Internship/Student Teaching Fair to attract diverse and qualified candidates for internship and student teaching openings.
- Actively recruit and screen for qualified applicants of color.

Progress:

Progress is ongoing. As we grow, we hire more teachers and staff of color in certain areas, but it remains a challenge to significantly increase the percentage of staff of color to more closely align with the numbers of students of color.

Description of Evidence:

Presentation regarding staff diversity in the schools.

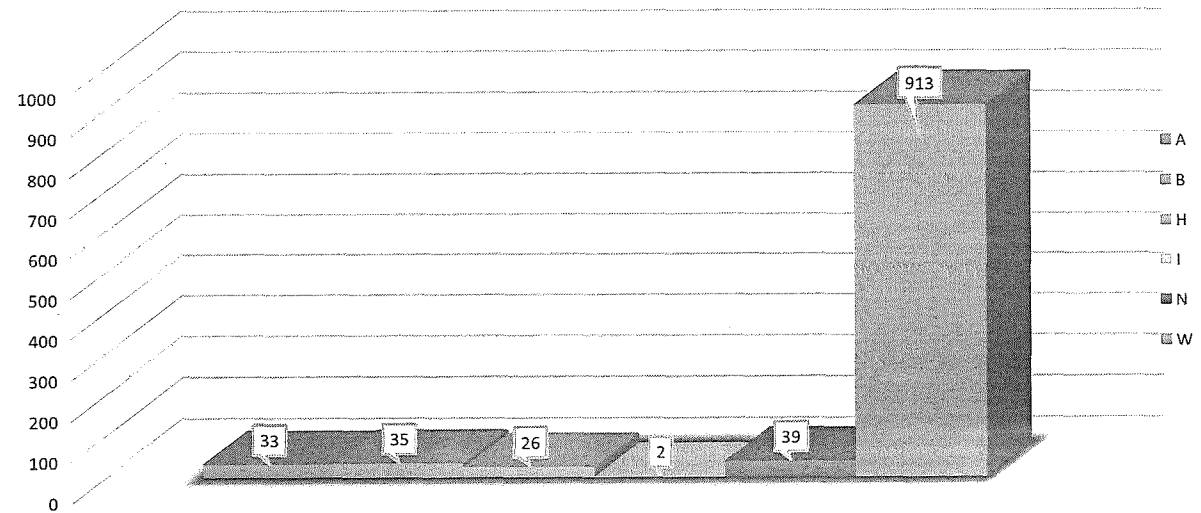
ARLINGTON PUBLIC SCHOOLS 2018 DIVERSITY REPORT

OCTOBER 25, 2018

ALL EMPLOYEES

(EXCEPT SUBSTITUTES, COACHES AND COMMUNITY ED.)

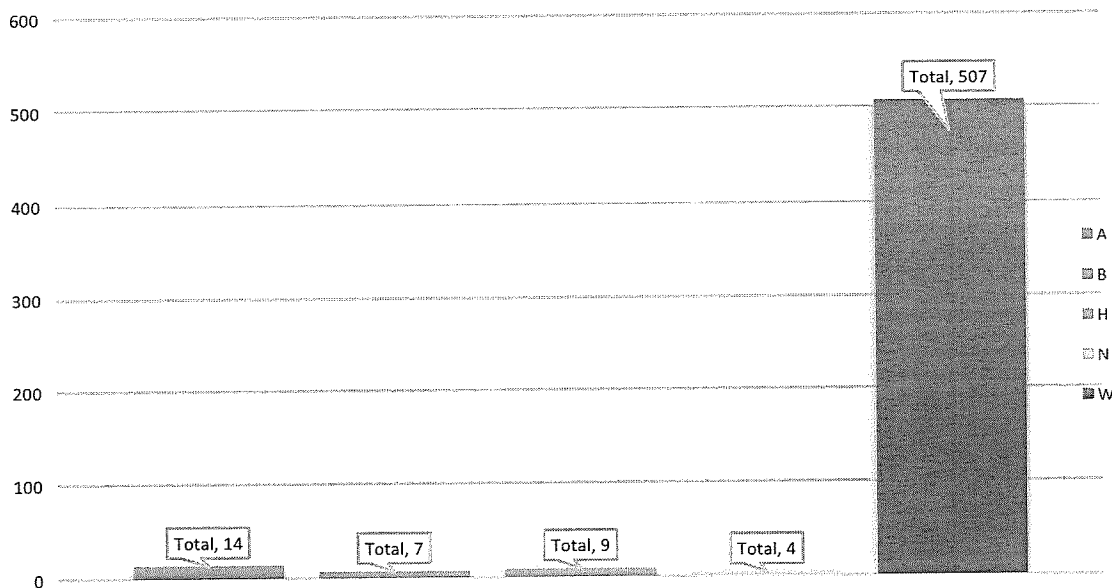
| | 2017 | 2018 |
|--------------------------|--------|--------|
| Asian | 3.01% | 3.15% |
| Black | 2.71% | 3.34% |
| Hispanic | 2.40% | 2.48% |
| Indian or Native America | 0.10% | 0.19% |
| Not-Identified | 2.91% | 3.72% |
| White | 88.88% | 87.12% |



| A | B | H | I | N | W | Total |
|-------|-------|-------|-------|-------|--------|-------|
| 33 | 35 | 26 | 2 | 39 | 913 | 1048 |
| 3.15% | 3.34% | 2.48% | 0.19% | 3.72% | 87.12% | |

AEA Employees

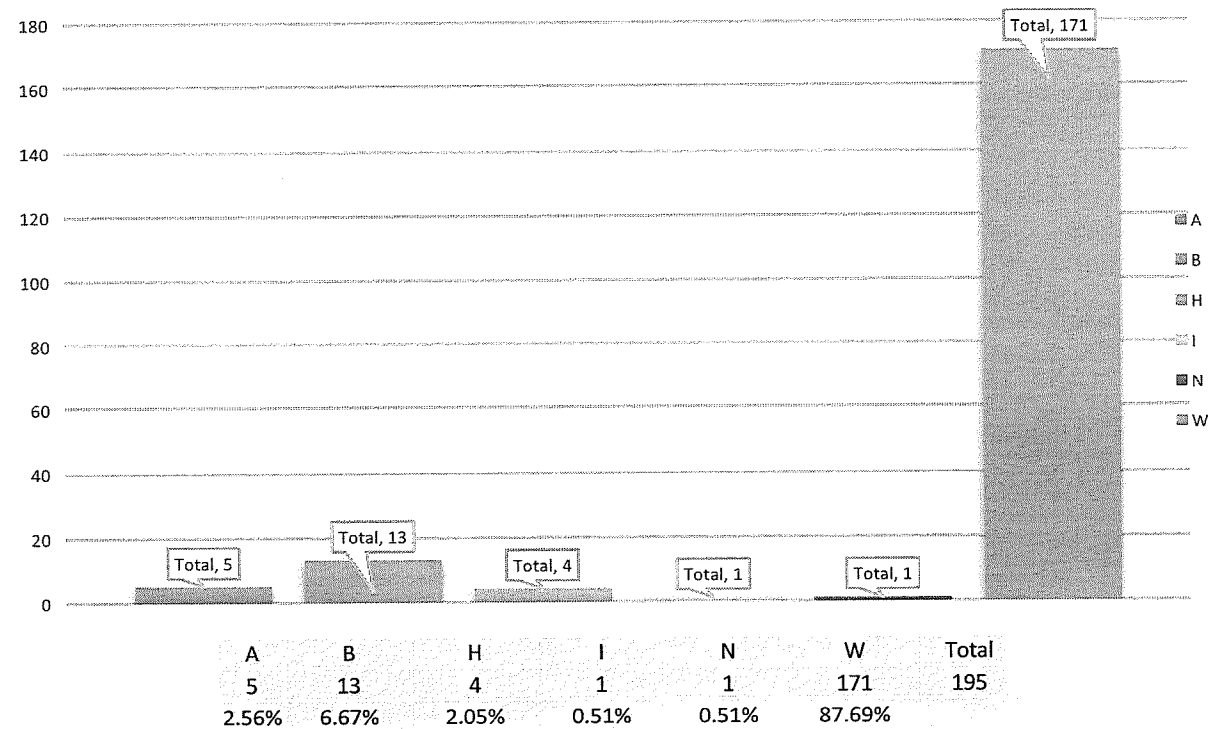
| | 2017 | 2018 |
|--------------------------|--------|--------|
| Asian | 2.14% | 2.59% |
| Black | 1.00% | 1.29% |
| Hispanic | 1.75% | 1.66% |
| Indian or Native America | 0.00% | 0.00% |
| Not-Identified | 2.00% | 0.74% |
| White | 95.00% | 93.72% |



| A | B | H | I | N | W | Total |
|-------|-------|-------|---|-------|--------|-------|
| 14 | 7 | 9 | | 4 | 507 | 541 |
| 2.59% | 1.29% | 1.66% | | 0.74% | 93.72% | |

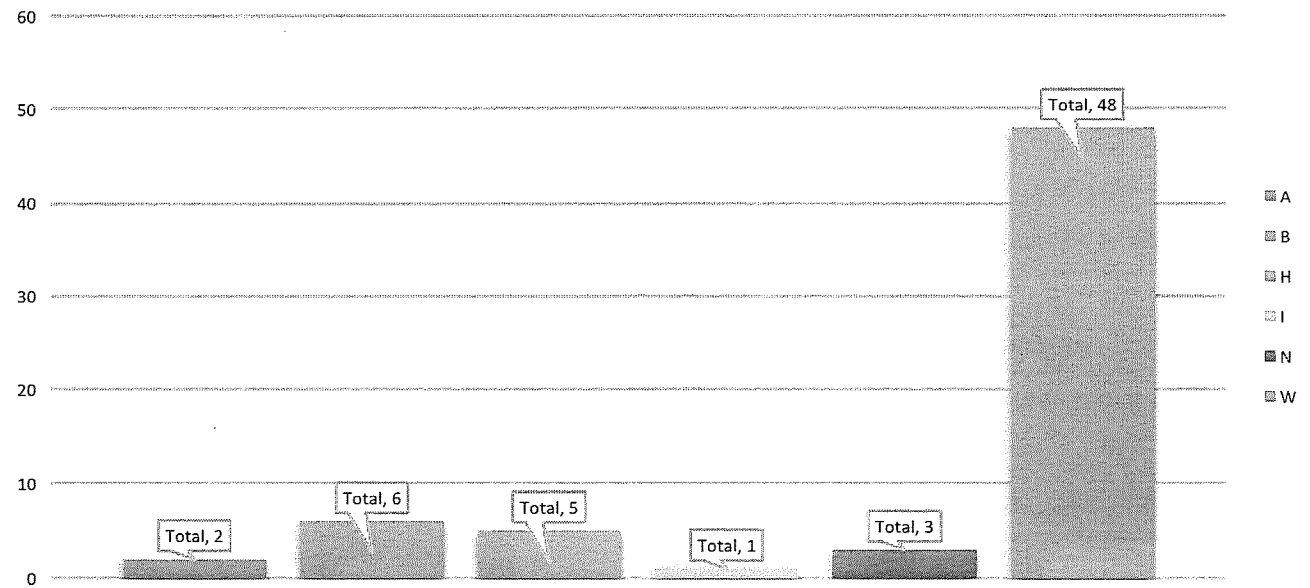
TEACHING ASSISTANTS/BSP/TUTORS

| | 2017 | 2018 |
|--------------------------|--------|--------|
| Asian | 3.24% | 2.56% |
| Black | 5.41% | 6.67% |
| Hispanic | 1.62% | 2.05% |
| Indian or Native America | 0.54% | 0.51% |
| Not-Identified | 0.00% | 0.51% |
| White | 89.19% | 87.69% |



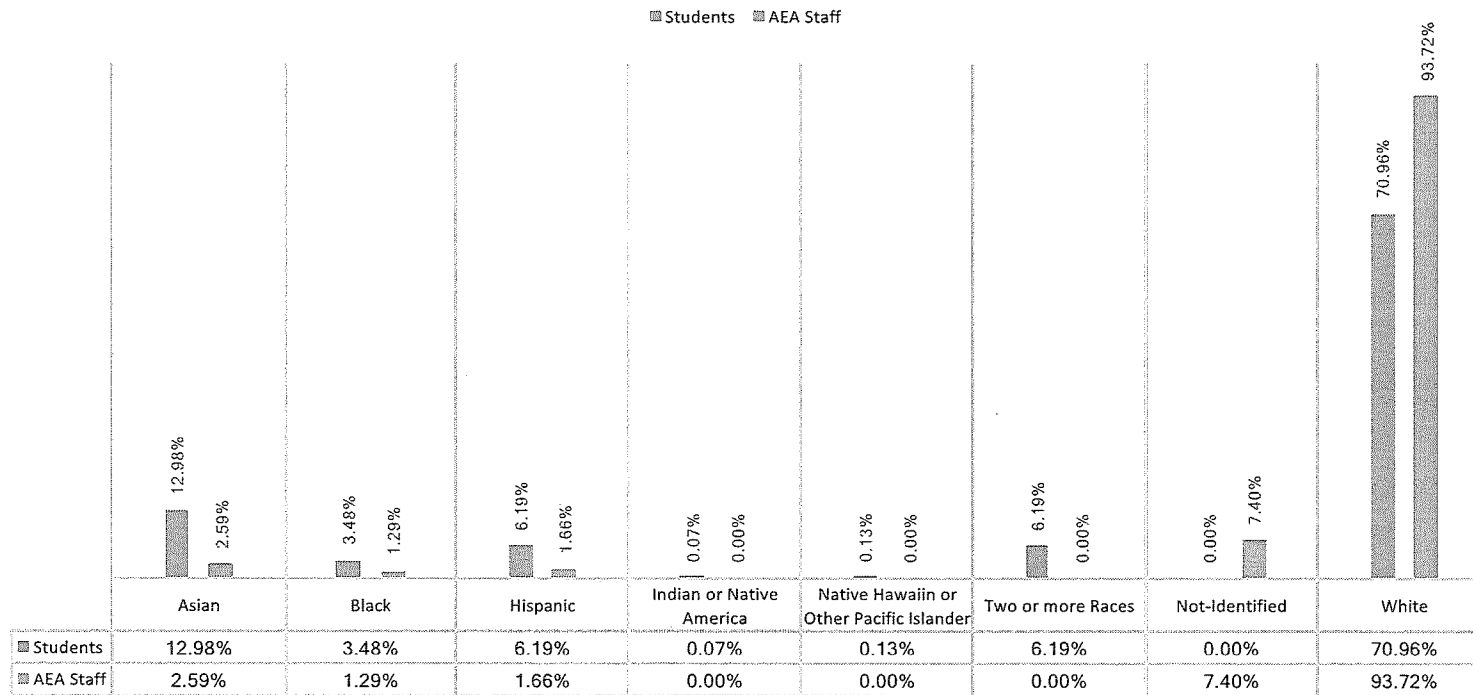
AASP / DAY CARE

| | 2017 | 2018 |
|--------------------------|--------|--------|
| Asian | 3.85% | 3.08% |
| Black | 3.85% | 9.23% |
| Hispanic | 5.77% | 7.69% |
| Indian or Native America | 0.00% | 1.54% |
| Not-Identified | 7.69% | 4.62% |
| White | 78.85% | 73.85% |



| A | B | H | I | N | W | Total |
|-------|-------|-------|-------|-------|--------|-------|
| 2 | 6 | 5 | 1 | 3 | 48 | 65 |
| 3.08% | 9.23% | 7.69% | 1.54% | 4.62% | 73.85% | |

2018 Arlington Students and Staff Ethnicity Breakdown





Town of Arlington, Massachusetts

Goal 3 – Resources, Infrastructure and Educational Environment

Summary:

The Arlington Public Schools will offer a cost effective education that maximizes taxpayer dollars and utilizes best practices, academic research, and rigorous self-evaluation to provide students and staff the resources, materials and infrastructure required for optimum teaching and learning in a safe and healthy environment.



Town of Arlington, Massachusetts

3.1 Research and implement a data platform to support the district in collecting, aggregating, analyzing and sharing student data in order to assist teachers in targeting instruction and improving student learning and wellness.

ATTACHMENTS:

| Type | File Name | Description |
|---------|--------------------------------|----------------------------|
| ▣ Goals | Databank_Evidence_Goal_3.1.pdf | Databank Evidence Goal 3.1 |

Evidence Cover Sheet for Goal Objective 3.1

Directions: Click on the link for the language that you submitted last spring: [18-19 District Goals](#). In addition, here are the links to the [Transferable Skills](#) and [Vision of Student and Learner and Global Citizen](#).

Goal Objective 3.1 Research and implement a data platform to support the district in collecting, aggregating, analyzing and sharing student data in order to assist teachers in targeting instruction and improving student learning and wellness.

District Goal/Rationale: (How does this connect to the language in goal objective 3.1? More specifically, how does it connect to transferable skills, district's vision of student as learner, and align with state standards?)

To understand the needs of our students, administrators, teachers and support staff need access to the informal/formal assessment data that is collected during the year. As a result, a data platform was researched and adopted to pilot using the K-5 assessment data that is collected for the 2018-2019 school year. The use of the data tool will help teachers understand how students are progressing with learning the foundational skills outlined in the list of [Transferable Skills](#). The transferable skills are replicated in each content area and allow students to meet the profile of student described in our district [Vision of Student and Learner and Global Citizen](#).

Action: (What is the action?)

A series of actions took place to identify a suitable data collection tool that would serve the needs of Arlington staff. These actions included the following:

2017-2018: Test and Research different assessment collection platforms, this included inquiring about platforms used in other districts.

2018-2019: Identify a platform and pilot it using the K-5 data assessments used to collect literacy and math data throughout the year. As a result of this process, The Arlington District Data Bank was created. The APS Data Bank uses the Google Data Suit to organize and collect assessment data.

- a.) This process also included providing PD for staff on how to access and use the APS Data Bank and collect their feedback on the ease and effectiveness of its use.
- b.) Pilot assessments in other content areas that will be added to the Data Bank
- c.) Schedule meetings between district leaders and our Data Bank consultant to

explore how the Data Bank can be expanded to meet other needs.

Next Steps:

- 1.) **2019-2020:** Continue the use of the data platform in an expanded pilot. Invite curriculum leaders from other content areas to reflect on assessments they would like to add to the Data Bank.
 - d.) Continue to collect feedback from staff on the use of the data bank and introduce its use to collect other types of data that includes behavior and informal assessment data.
 - e.) Schedule meetings between district leaders and our Data Bank consultant to explore how the Data Bank can be expanded to meet other needs.

Progress: The APS Data Bank was launched during the 2018-2019 school year. Using the feedback from staff as well as input from the consult, an updated Data Bank has been created and is in the process of being launched for the 2019-2020 school year.

Description of Evidence: A powerpoint from Susan Bisson, our director of Digital Learning, which describes the [APS Data Bank](#).



Arlington Public Schools K-5 Assessment Databank

Arlington Public Schools K-5 Assessment Databank



Susan Bisson

Director of Digital Learning

Arlington Public Schools K-5 Assessment Databank

BACKGROUND

- ⊗ Excel sheets challenges
- ⊗ Online platform 2013/2014
- ⊗ Google Sheets
- ⊗ Search for a new solution
- ⊗ The Analytics Platform & Data Studio

OUR GOAL

- ⊗ K-5 reading data
- ⊗ MCAS scores
- ⊗ i-Ready scores
- ⊗ Demographics
- ⊗ Real-time

Arlington Public Schools K-5 Assessment Databank

DATABANKs

- ⊗ District-wide
- ⊗ School-based

Arlington Public Schools K-5 Assessment Databank

ROLLOUT

- ⊗ Iterative process
- ⊗ Reading coaches
- ⊗ Principals and admins
- ⊗ Math coaches
- ⊗ Teachers

DATABANK view

APS Assessment Data Bank 2018 - 2019
 < Kindergarten Student Detail (Page 1 of 7) >

Kindergarten Data

To sort by column, click the column heading. [Score Guide & Help Page](#)

Filter by: School Teacher Student

Filter by: ELL Status IEP Status 504 Status

| Teacher | Student | Gender | Ethnicity | Nov. SW /8 | Dec. DRA Level | March DRA Level | March HFW /33 | March SW /8 | Baseline Letter ID /54 | Baseline Sounds /26 | Nov. Letter ID /54 | Nov. Sounds /26 | Nov. PA #21 /24 | RAN Objects | March Letter ID /54 | March Sounds /26 | March PA #21 /24 |
|---------|---------|--------|-----------|------------|----------------|-----------------|---------------|-------------|------------------------|---------------------|--------------------|-----------------|-----------------|-------------|---------------------|------------------|------------------|
| 1. | | M | | 1P | A1 | B3 | 24 | 5ES | 9 | 1 | 15 | 0 | 0 | 88 | 53 | 24 | 20 |
| 2. | | F | | 7AP | I16 | I16 | 33 | 8WP | 53 | 16 | 54 | 25 | 24 | 140 | 54 | 26 | 24 |
| 3. | | M | | 4IS | _A | A1 | 8 | 6MS | 7 | 1 | 20 | 4 | 10 | 106 | 46 | 24 | 20 |
| 4. | | M | | 4IS | B2 | B3 | 21 | 5ES | - | - | 53 | 26 | 22 | 114 | 54 | 26 | 23 |
| 5. | | F | | 6MS | - | F10 | 33 | 7AP | 52 | 18 | 53 | 20 | 17 | 124 | 54 | 26 | 18 |
| 6. | | M | | 6MS | B3 | D6 | 33 | 8WP | 54 | 11 | 54 | 26 | 21 | 107 | 54 | 26 | 24 |
| 7. | | M | | 6MS | D6 | F10 | - | 7AP | - | - | 54 | 26 | 17 | 104 | 54 | 26 | 23 |
| 8. | | M | | 7AP | C4 | I16 | 33 | 8WP | 54 | 8 | 54 | 25 | 15 | 117 | 54 | 26 | 22 |
| 9. | | M | | 5ES | C4 | G12 | 33 | 6MS | 54 | 13 | 54 | 23 | 16 | 114 | 54 | 25 | 24 |
| 10. | | F | | 6MS | - | C4 | 31 | 7AP | 54 | 2 | 53 | 17 | 20 | 145 | 54 | 26 | 24 |

Arlington Public Schools K-5 Assessment Databank

FILTERS

Kindergarten Data

To sort by column, click the column heading. [Score Guide & Help Page](#)

Filter by

School Teacher Student

Filter by

ELL Status

IEP Status

504 Status

- ⊗ School
- ⊗ Teacher
- ⊗ Student
- ⊗ ELL status
- ⊗ IEP Status
- ⊗ 504 Status

SCORE GUIDE & HELP PAGE

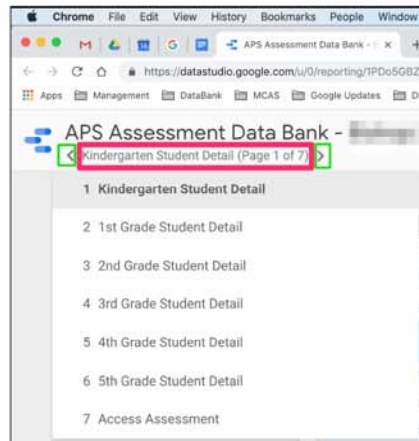
APS Assessment Data Bank Score Guide & Help Page

2

How to Navigate the APS Assessment Data Bank

To move from page to page:

1. Click the right or left arrows or
2. Click the page name and use the drop down



APS Assessment Data Bank Score Guide & Help Page

1

If you have questions [please add them to this doc.](#)

[i-Ready Placement Tables 2018 – 2019](#)

MCAS 2018

Table 3: Next-Generation MCAS Achievement Levels

| Achievement Level | Scaled Score Range | Definition |
|---------------------------------------|--------------------|---|
| <i>Exceeding Expectations</i> | 530–560 | A student who performed at this level exceeded grade-level expectations by demonstrating mastery of the subject matter. |
| <i>Meeting Expectations</i> | 500–529 | A student who performed at this level met grade-level expectations and is academically on track to succeed in the current grade in this subject. |
| <i>Partially Meeting Expectations</i> | 470–499 | A student who performed at this level partially met grade-level expectations in this subject. The school, in consultation with the student's parent/guardian, should consider whether the student needs additional academic assistance to succeed in this subject. |
| <i>Not Meeting Expectations</i> | 440–469 | A student who performed at this level did not meet grade-level expectations in this subject. The school, in consultation with the student's parent/guardian, should determine the coordinated academic assistance and/or additional instruction the student needs to succeed in this subject. |

Arlington Public Schools K-5 Assessment Databank

PROFESSIONAL LEARNING

- ⊗ Stakeholders
- ⊗ Google docs

| Questions about entering reading assessment scores | | | |
|--|---|-----------------|------|
| Name (optional) | Question | Fix In progress | Done |
| Before adding your question, read through what's here. Your question may have been answered already. | | | |
| [Redacted Name] | What do you do if you notice that student information is incorrect? Is there a way to edit the information? You can change scores in your spreadsheet but you cannot edit anything in the Data Bank. Please check your scores. Email me if what is in your sheet is not displaying correctly in the Data Bank. | | |
| [Redacted Name] | It seems that November Sounds is missing from the Kindergarten spreadsheet. We are working on that now. | ✓ | |
| [Redacted Name] | I am missing three students on there and 2 of them are ELL students We are working on adding the missing students now. | ✓ | |
| [Redacted Name] | How do we add/remove students who have moved or joined the class? I can sort by IEP but not ELL. If you get a new student, please add s/he one of the bottom two rows that are marked n/a. Students who have left the district will be removed at the end of the year. | | |
| Some students have IEPs but are not listed as such on the Peirce Data Bank: | 1 student (see below) 1 student (see below) 1 student (see below) | ✓ | |

Arlington Public Schools K-5 Assessment Databank

WHAT WE LEARNED & NEXT STEPS

- ⊗ What do we want to know?
- ⊗ Data Wise
- ⊗ Google Sheets PD
- ⊗ Scaling up

THANKS!

Any questions?

You can find me at:

sbisson@arlington.k12.ma.us



Arlington Public Schools K-5 Assessment Databank

CREDITS

Special thanks to all the people who made and released these awesome resources for free:

- ⊗ Presentation template by [SlidesCarnival](#)
- ⊗ Photograph by Campaign Creators at [Unsplash](#)



Town of Arlington, Massachusetts

3.2 Complete the Schematic Design plans for the high school.

Summary:

ATTACHMENTS:

| Type | File Name | Description |
|---------|---|----------------------|
| ▢ Goals | Evidence_Cover_Sheet_for_Goal_Objective_3.2_(1).pdf | Schematic Deisgn 3.2 |

Evidence Cover Sheet for Goal Objective 3.2

Directions: Click on the link for the language that you submitted last spring: [18-19 District Goals](#). In addition, here are the links to the [Transferable Skills](#) and [Vision of Student and Learner and Global Citizen](#).

| |
|--|
| Goal Objective 3.2 Complete the Schematic Design plans for the high school. |
| |
| |
| |
| Progress: |
| Completed |
| Description of Evidence: http://www.arlington.k12.ma.us/administration/ahsfacilities/pdfs/msbaapprovedahsschemdesignphasepr08-29-18.pdf |



Town of Arlington, Massachusetts

3.3 Develop a multi-year financial plan for the Arlington Public Schools.

ATTACHMENTS:

| Type | File Name | Description |
|----------|--|---------------------------|
| ▢ Report | External_Multi_Year_Plan_-_3.7.2019_-_Plan_Details_(2).pdf | Multi-year financial plan |

| <u>Bucket</u> | <u>Level</u> | <u>Request</u> | <u>FTE</u> | <u>FY20</u> | <u>FY21</u> | <u>FY22</u> | <u>FY23</u> | <u>FY24</u> | <u>Total Cost</u> | <u>Rationale/Justification/Back Up</u> |
|----------------------|---------------------|---|-------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------------|--|
| Enrollment Growth | DW | Registration | 1.0 | \$60,000 | \$0 | \$0 | \$0 | \$0 | \$60,000 | Centralizing registration/parent information center for scheduling, testing, nursing, counseling, translations, etc. and remove administrative burden from individual schools |
| Enrollment Growth | DW | Admin Assistant for human resources and payroll | 0.5 | \$28,000 | \$0 | \$0 | \$0 | \$0 | \$28,000 | With the growth of the number of employees in the District, the HR Department requires additional staff for benefit enrollments, evaluations, and general HR questions |
| Enrollment Growth | DW | Nurses | 2.0 | \$60,000 | \$60,000 | \$0 | \$0 | \$0 | \$120,000 | To provide additional nursing coverage because of increased numbers of students with more acute medical needs. |
| Enrollment Growth | Elem | New PreK classroom | 3.5 | \$0 | \$30,000 | \$0 | \$0 | \$70,000 | \$100,000 | 1.5 FTE for teachers; 3 FTE for teaching assistants over five years. With the continued growth of APS student body there is also an increase of preschool students with needs who require a preschool program. Each year the program has grown in size due to the number of students with significant disabilities who require a program. It is anticipated that the program will continue to grow especially with the increase of families with young children moving into the district. |
| Enrollment Growth | Elem | Full time occupational therapist at elementary level | 1.1 | \$54,000 | \$18,000 | \$0 | \$0 | \$0 | \$72,000 | To cover caseload requirements and AEA contractual requirements |
| Enrollment Growth | Elem | Additional Reading Teacher | 1.0 | \$60,000 | \$0 | \$0 | \$0 | \$0 | \$60,000 | Additional teacher to meet enrollment growth and provide equitable service across elementary schools |
| Enrollment Growth | Elem | 1.4 FTE for each 25 student increase at elementary level | 14.0 | \$252,000 | \$168,000 | \$262,500 | \$87,500 | \$91,000 | \$861,000 | To preserve class sizes as enrollment grows |
| Enrollment Growth | Elem | Assistant Principals at the elementary level | 2.5 | \$100,000 | \$100,000 | \$50,000 | \$0 | \$0 | \$250,000 | Our elementary schools are now too large to be effectively managed with one principal. Opportunities for PD, including internal administrative meetings during the school day are difficult with no other administrator present. Day to day activities eat up almost all of the time of a single principal. Larger staffs mean more evaluations and less opportunity to mentor and lead staff. Part-time assistant principals have been added at Dallin and Hardy and have made a tremendous difference. |
| Enrollment Growth | Elem | .4 ELL Teacher | 0.4 | \$24,000 | | | | | \$24,000 | Required for enrollment growth |
| Enrollment Growth | HS | High school deans | 0.5 | \$0 | \$0 | \$0 | \$55,000 | \$0 | \$55,000 | Will need an additional Dean when reach 1700-1800 enrollment at AHS |
| Enrollment Growth | HS | 1.7 FTE for each 25 student increase at high school level-including student support staff | 25.8 | \$426,000 | \$306,000 | \$318,750 | \$318,750 | \$221,000 | \$1,590,500 | Enrollment growth plus additional 2 teachers in 2020 to account for prior growth. Will maintain class sizes and lower number of large classes (27+ for core classes, 25+ for science) |
| Enrollment Growth | MS | ADD a full cluster for the 7th grade | 5.0 | \$0 | \$312,500 | \$0 | \$0 | \$0 | \$312,500 | The seventh grade will increase to 499 students. Having four clusters will result in having 125 students in a cluster and per teacher and average class sizes at 25. The extra cluster will result in class sizes of 20 and a more manageable teacher load of 100 students. The next year there will be 507 students in the 7th grade. |
| Enrollment Growth | MS | ADD a full cluster for the 8th grade | 5.0 | \$0 | \$0 | \$312,500 | \$0 | \$0 | \$312,500 | The eighth grade will increase to 499 students. Having four clusters will result in having 125 students in a cluster and average class sizes of 25. The extra cluster will result in class sizes on 20 and a more manageable teacher load of 100 students. The next year there will be 507 students in eighth grade. |
| Enrollment Growth | MS | .4 Music teacher | 0.4 | \$24,000 | \$0 | \$0 | \$0 | \$0 | \$24,000 | Currently the 7th grade music classes have 23.5 students, they will have 20 more students next year. |
| Enrollment Growth | MS | .4 French teacher | 0.4 | \$24,000 | \$0 | \$0 | \$0 | \$0 | \$24,000 | We have 84 students in 7th grade taking French and 114 students at the Gibbs. We would like to have 2 more sections of French so we could have 9 sections and average 22 students a class. |
| Enrollment Growth | MS | Middle school administrative assistant | 0.4 | \$28,000 | \$0 | \$0 | \$0 | \$0 | \$28,000 | With the growing enrollment the need for administrative help has increased. |

| <u>Bucket</u> | <u>Level</u> | <u>Request</u> | <u>FTE</u> | <u>FY20</u> | <u>FY21</u> | <u>FY22</u> | <u>FY23</u> | <u>FY24</u> | <u>Total Cost</u> | <u>Rationale/Justification/Back Up</u> |
|----------------------------------|---------------------|--|-------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------------|--|
| Enrollment Growth | MS | .6 PE teacher | 0.6 | \$32,000 | \$0 | \$0 | \$0 | \$0 | \$32,000 | Currently, there are 24.9 students in our PE classes, next year it will increase to 26.4. Adding a .6 PE teacher will reduce class sizes to 22.4 |
| Enrollment Growth | MS | .6 Spanish teacher | 0.6 | \$32,000 | \$0 | \$0 | \$0 | \$0 | \$32,000 | Currently we have 6 sections of Spanish for 184 students in 8th grade. Classes would be larger than 30. Adding two section would reduce class sizes to 23. We also need another class in 7th grade due to enrollment. |
| Enrollment Growth | MS | School Counselor | 1.0 | \$60,000 | \$0 | \$0 | \$0 | \$0 | \$60,000 | Next year there will be 909 students at the OMS. That will result in a caseload of 303 students per counselor. Another counselor would reduce the caseload to 234 students per counselor. It would also allow counselors to meet regularly with students who need support. |
| Enrollment Growth | MS | ADD a half cluster for the 8th grade | 2.0 | \$120,000 | \$0 | \$0 | \$0 | \$0 | \$120,000 | Next year's 8th grade will have 443 students. The cluster classes (English, math, science and social studies) will have 25.2 students at current staffing levels. A full 8th grade cluster will reduce cluster sizes to 22.2 students. |
| Enrollment Growth | MS | Cluster at Gibbs | 5.0 | \$0 | \$0 | \$310,000 | \$0 | \$0 | \$310,000 | Maintain core class sizes in low twenties. |
| Enrollment Growth | MS | Speech & language pathologist - Gibbs | 0.2 | \$12,000 | \$0 | \$0 | \$0 | \$0 | \$12,000 | Caseload requirements |
| Enrollment Growth | MS | PE teacher - Gibbs | 0.2 | \$12,000 | \$0 | \$0 | \$0 | \$0 | \$12,000 | Class load requirements |
| Improve instruction for students | DW | Content Management Coordinator/Webmaster | 1.0 | \$0 | \$0 | \$75,000 | \$0 | \$0 | \$75,000 | Demand from community for consistent format, on-time, accurate, up-to-date, and user friendly district and school websites. |
| Improve instruction for students | DW | Subscriptions to additional online resources | 0.0 | \$15,000 | \$0 | \$0 | \$0 | \$0 | \$15,000 | As we expand our use of technology we will need to explore the use of supplemental online resources that support instruction. Other resources includes subscriptions to online data tools that are used to collect student data to inform daily instruction and the creation of goals. |
| Improve instruction for students | DW | Curriculum Materials | 0.0 | \$300,000 | \$50,000 | \$50,000 | \$50,000 | \$50,000 | \$500,000 | Many curriculum materials are old and outdated but have not been replaces as enrollment growth funding has been directed towards classroom teachers. |
| Improve instruction for students | Elem | Elementary certified librarian and/or Digital Learning (Instructional Technology Specialists) teachers | 7.0 | \$180,000 | \$60,000 | \$60,000 | \$60,000 | \$60,000 | \$420,000 | Librarians/Digital Learning Specialists are needed at each elementary school to support teaching of digital research skills and increase the integration of digital resources into instruction, align our instruction with the Massachusetts Digital Literacy and Computer Science standards (DLCS); support subscription and assessment platforms like i-Ready, TestNav, etc.; and more effectively prepare our students to be active citizens in an ever-changing world. |
| Improve instruction for students | HS | Renew digital access to resources expected by AP Central for AP courses | 0.0 | \$0 | \$10,000 | \$0 | \$0 | \$0 | \$10,000 | Current AP texts have digital access that expires every 6 years. |
| Improve instruction for students | HS | Library expense budget at high school | 0.0 | \$15,000 | \$0 | \$0 | \$0 | \$0 | \$15,000 | Fund library budget to cover rising costs through increased student enrollment (which impacts needs for collection size as well as per pupil pricing of electronic resources), rising annual costs of online services, and cuts in state funding of essential databases and the statewide e-book consortium |

| <u>Bucket</u> | <u>Level</u> | <u>Request</u> | <u>FTE</u> | <u>FY20</u> | <u>FY21</u> | <u>FY22</u> | <u>FY23</u> | <u>FY24</u> | <u>Total Cost</u> | <u>Rationale/Justification/Back Up</u> |
|----------------------------------|---------------------|--|-------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------------|---|
| Improve instruction for students | MS | Computer science teacher at middle school | 1.0 | \$0 | \$60,000 | \$0 | \$0 | \$0 | \$60,000 | Currently, with the stucture in place, the current staffing would suffice. This would change if CS at 7th and 8th grade became mandatory for all students. Also, a review of the schedule is the main priority. |
| Improve instruction for students | MS | Library expense budgets at middle schools | 0.0 | \$20,000 | \$0 | \$0 | \$0 | \$0 | \$20,000 | Increase OMS and Gibbs library budget by \$10k each for same reason as High School library budget above |
| Close Achievement Gap | DW | Administrative Support for Curriculum Leaders | 1.0 | \$0 | \$0 | \$45,000 | \$0 | \$0 | \$45,000 | Curriculum directors need more time to be in classrooms and work with teachers. Admin support would help with purchase orders, scheduling interviews, distribution of material district-wide, budget planning, finding PD space and overall outreach and communication to families and communitites. |
| Close Achievement Gap | DW | Funding for student dashboard (i.e. PowerSchool, SWIS, Rethink Ed) to allow for universal screeners and monitoring | 0.0 | \$30,000 | \$0 | \$0 | \$0 | \$0 | \$30,000 | Currently, there is limited real-time data available to principals and teachers. Such data is needed to inform student instruction, provide rapid feedback, and indentify students needing support. This will support the implementation of a comprehensive and effective Multi-Tiered System of Supports. |
| Close Achievement Gap | DW | District Data Manager/District Testing Coordinator | 1.0 | \$0 | \$0 | \$75,000 | \$0 | \$0 | \$75,000 | Need a district data manager dedicated to collecting and reviewing various data points to inform the creation of goals and pinpoint strategies to address the achievement gap. |
| Close Achievement Gap | DW | Full time directors in all learning areas | 1.2 | \$40,000 | \$40,000 | \$40,000 | \$40,000 | \$0 | \$160,000 | Full time directors will deliver curriculum changes, mentoring and evaluation of staff, and professional development to address the acheivemetn gap. |
| Close Achievement Gap | DW | Special Ed Asst Director | 1.0 | \$0 | \$0 | \$110,000 | \$0 | \$0 | \$110,000 | Create Asst Supt of Student Services (Special Education, SEL, Guidance, Nursing, ELL, etc) and retain day to day director of special eduction to address systemic issues from State special education review and to implement recommendations from LABBB program evaluation |
| Close Achievement Gap | Elem | Literacy Coaches | 3.0 | \$0 | \$60,000 | \$60,000 | \$60,000 | \$0 | \$180,000 | To get a dedicated Literacy Coach at each school. Increased need for teacher coaching/PD in reading and writing |
| Close Achievement Gap | Elem | Move towards math interventionist and coach in each elementary school | 3.0 | \$0 | \$45,000 | \$45,000 | \$0 | \$0 | \$90,000 | Equity across buildings, implement system of tiered supports for math |
| Close Achievement Gap | Elem | Dedicated library expense budgets at each school | 0.0 | \$35,000 | \$0 | \$0 | \$0 | \$0 | \$35,000 | \$5,000 budget for each of the elementary schools. Libraries need to add more diverse and modern materials to their collections. |
| Close Achievement Gap | Elem | Pre-School ELL Teacher | 0.5 | \$0 | \$0 | \$10,000 | \$10,000 | \$10,000 | \$30,000 | Need provide ELL instructional support servives to PreK as well as testing etc. for compliance federal and state regulations and begin English language development in pre-school. |
| Close Achievement Gap | Elem | PreK and AHS PT | 0.2 | \$12,000 | \$0 | \$0 | \$0 | \$0 | \$12,000 | As students age through the levels, there is a small but growing need at the high school for PT coverage. Other full-time PT in the district is already covering all elementary and Gibbs/OMS |
| Close Achievement Gap | Elem | Upgrade supported learning center (SLC) program TA's to Behavior Support Specialists (K-5) | 0.0 | \$28,000 | \$28,000 | \$28,000 | \$0 | \$0 | \$84,000 | The individuals hired in the roles require a more specialized skillset and previous experience. We find ourselves hiring and training people only to lose them to low pay. It is also extremely difficult to recruit for positions where they are asked to deal with aggressive behaviors, hygiene/personal care needs. |
| Close Achievement Gap | Elem | Increase staffing levels in SLC programs | 6.0 | \$30,000 | \$117,500 | \$117,500 | \$0 | \$0 | \$265,000 | Required to implement recommendations from the LABBB program evaluation and AEA contractual requirements; could help limit out of district enrollments |

| <u>Bucket</u> | <u>Level</u> | <u>Request</u> | <u>FTE</u> | <u>FY20</u> | <u>FY21</u> | <u>FY22</u> | <u>FY23</u> | <u>FY24</u> | <u>Total Cost</u> | <u>Rationale/Justification/Back Up</u> |
|-----------------------|---------------------|--|-------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------------|--|
| Close Achievement Gap | Elem | Lead Elementary Math Coach | 0.5 | \$30,000 | \$0 | \$0 | \$0 | \$0 | \$30,000 | With 7 coaches and 4 interventionists, the evaluation and oversight load has increased dramatically. The position would assist in evaluation, admin work, data analysis, and coordination among the elementary schools. Also, the position would help to optimize the current resources. |
| Close Achievement Gap | Elem | Expand inclusion programming (math, ELA, and science) | 5.0 | \$60,000 | \$60,000 | \$60,000 | \$60,000 | \$60,000 | \$300,000 | LABBB program evaluation recommendation; would stem the flow to existing in-district programs, research base links time in general ed to school outcomes and most effective to keep kids in class is to provide the sped services in the classroom, prevents sped referrals, and helps other struggling populations not identified for special ed services. |
| Close Achievement Gap | Elem | K-5 social studies coach | 1.0 | \$60,000 | \$0 | \$0 | \$0 | \$0 | \$60,000 | Coordinating elementary curriculum with new MA History Frameworks and planned MCAS, improving instructional strategies for social studies, creating additional elementary social studies PD for elementary teachers, evaluation of K-5 social studies materials for cultural bias, working with teachers to lesson plan |
| Close Achievement Gap | Elem | K-5 science coach | 1.0 | \$60,000 | \$0 | \$0 | \$0 | \$0 | \$60,000 | Growth and full program implementation need regular and expanded oversight. (without - program would be insufficiently supported leading to less fidelity in implementation.) |
| Close Achievement Gap | Elem | 1.0 FTE art and music teacher at each elementary school | 5.8 | \$348,000 | \$0 | \$0 | \$0 | \$0 | \$348,000 | This is elementary level priority and has full agreement across buildings, immediate student and educator planning impact. Extremely difficult to hire quality PT positions. This will strengthen specialist programs, create ease in scheduling, eliminate the need to travel, and build community within and outside of each school |
| Close Achievement Gap | HS | Drop in Office Hours at the HS with school counselors for students and families after hours. 3-7pm once a week for one counselor | 0.0 | \$4,000 | \$0 | \$0 | \$0 | \$0 | \$4,000 | With growing numbers of students and families engaging in the post secondary planning process, and growing databases and post high school options, there is a need for families to have access to counselors outside of school hours. This will allow for greater access and equity of support for all our families. |
| Close Achievement Gap | HS | Develop summer programming to improve credit recovery opportunities | 1.0 | \$5,000 | \$0 | \$0 | \$0 | \$0 | \$5,000 | Needed to give opportunity to students who may be falling behind |
| Close Achievement Gap | HS | Second team chair at AHS | 1.0 | \$37,500 | \$37,500 | \$0 | \$0 | \$0 | \$75,000 | Required by caseload at the high school, State special education review findings of non-compliance with regulatory requirements |
| Close Achievement Gap | HS | Expand inclusion programming (math, ELA, science, social studies, and WL) | 1.0 | \$60,000 | \$0 | \$0 | \$0 | \$0 | \$60,000 | LABBB program evaluation recommendation |
| Close Achievement Gap | HS | Expand special education sub-separate programming | 1.0 | \$60,000 | \$0 | \$0 | \$0 | \$0 | \$60,000 | Develop a "life skills" or Compass program for the high school based on the students currently at the Gibbs & Ottoson and reduce out of district placements |
| Close Achievement Gap | MS | Expand inclusion programming (math, ELA, science, and social studies) | 1.0 | \$0 | \$60,000 | \$0 | \$0 | \$0 | \$60,000 | When students are in fully included classrooms their outcomes are much higher than being in pull out settings. Currently we have a great need for structures and systemic supports in order for the model to be successful. There is a need to fund common planning time and coverage, training for educators, and meeting time with admin, including digital learning staff to maximize the use of tech for co-teaching. |
| Close Achievement Gap | MS | Program at middle school for students with school avoidance issues or students returning from extended absences | 3.0 | \$0 | \$0 | \$117,000 | \$0 | \$0 | \$117,000 | Transitional programs in the BRYT network have been shown to increase school engagement and learning for students returning for lengthy absences. Open to students with and without disabilities, students are kept in their home schools and communities with greater success than being out for extended tutoring services. There are growing numbers of students who have these needs and early intervention is critical. |

| <u>Bucket</u> | <u>Level</u> | <u>Request</u> | <u>FTE</u> | <u>FY20</u> | <u>FY21</u> | <u>FY22</u> | <u>FY23</u> | <u>FY24</u> | <u>Total Cost</u> | <u>Rationale/Justification/Back Up</u> |
|-----------------------------|---------------------|---|-------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------------|---|
| Close Achievement Gap | MS | increase SLP allocation at Gibbs | 0.2 | \$12,000 | \$0 | \$0 | \$0 | \$0 | \$12,000 | Bring position to .6FTE to manage caseload demands. |
| Close Achievement Gap | MS | Upgrade SLC program TA's to BSP level | 0.0 | \$56,000 | \$0 | \$0 | \$0 | \$0 | \$56,000 | The individuals hired in the roles require a more specialized skillset and previous experience. We find ourselves hiring and training people only to lose them to low pay. It is also extremely difficult to recruit for positions where they are asked to deal with aggressive behaviors, hygiene/personal care needs. |
| Close Achievement Gap | MS | Expand special education sub-separate programming | 1.0 | \$60,000 | \$0 | \$0 | \$0 | \$0 | \$60,000 | Creating of a truly sub-separate program to create therapeutic milieu (Summit). Out of district placement trends at this level indicate the need for this programming. |
| Close Achievement Gap | MS | Special Ed teacher - Gibbs | 1.0 | \$60,000 | \$0 | \$0 | \$0 | \$0 | \$60,000 | Gibbs SE teacher to keep the groups of students small at state required ratios as well as to create cohorts based on student academic and social emotional need. |
| Close Achievement Gap | MS | Math interventionist - Gibbs | 0.5 | \$30,000 | \$0 | \$0 | \$0 | \$0 | \$30,000 | Gibbs. This will allow for co-teaching in small group math classes, increase our ability to deliver tier two instruction consistently and allow math teacher to teach project block. |
| Safe and Supportive Schools | DW | District SASS team funding. Building SASS/Leadership team funding. | 0.0 | \$0 | \$6,000 | \$30,000 | \$0 | \$0 | \$36,000 | Currently grant funded and needs to be continued as grant expires. |
| Safe and Supportive Schools | DW | Increase Social Workers/School Counselors at the district level | 3.0 | \$0 | \$60,000 | \$60,000 | \$60,000 | \$0 | \$180,000 | Social Workers are frequently the most expert coaches for programming that is culturally responsive and trauma sensitive. The current caseload of the entire school makes it near impossible for social workers to consult with other faculty around these shifts in pedagogy. Additional social workers would ensure these new lenses will be able to be used in everyone's practice.Social workers are also pulled away from services quite a bit to support students who are dysregulated. The proactive approaches mentioned above (whole class and Tier 1 interventions, as well as anti-bullying work) will support a healthier school climate and less disruption to learning for all. |
| Safe and Supportive Schools | DW | ExSEL membership or University Partner for SEL implementation and coaching | 0.0 | \$0 | \$35,000 | \$0 | \$0 | \$0 | \$35,000 | With the implementation of a whole district SEL goal and Cultural Proficiency work-- there needs to be support and coaching to collect accurate student data, specifically highlighting the opportunity gap and needs of all our students. Then the coaching needs to be present in each building directly addressing these needs and supporting/coaching staff. |
| Safe and Supportive Schools | DW | Funding for Lesley Institute for Trauma Studies (LIFTS). To offer 2 classes a year for 25 people. | 0.0 | \$20,000 | \$0 | \$0 | \$0 | \$0 | \$20,000 | For the past 5 years, APS has partnered with Lesley University to host the LIFTS with their staff. There has been a growing number of over 70 staff who have taken the course and interest continues to exhaust current tuition funding. As APS continues to become a Safe and Supportive School district, the growing need for trauma sensitive practices and trained staff is evident. This funding would allow APS to make progress towards meeting the SEL and Cultural Proficiency goals of the district. |
| Safe and Supportive Schools | Elem | Elementary Administrative Assistants | 3.5 | \$69,000 | \$46,000 | \$22,000 | \$0 | \$0 | \$137,000 | As our enrollment increases so do the responsibilities of the Administrative Assistants. They are the front line - answering the door, phone, and responding to issues with copiers, laminators , and maintenance . As we move toward being completely online, the Admin. Assistants are also needing to assist families in that realm as well. They are also the first line of security and the front desk needs to be staffed at all times. With so many other responsibilities , they are pulled away. |
| Safe and Supportive Schools | HS | Lead Counselor/ HS Counseling Department | 0.5 | \$30,000 | \$0 | \$0 | \$0 | \$0 | \$30,000 | The HS counseling department relies on counselors taking on extra duties for a stipend to conduct critical elements of a counseling department. If any one person relinquishes their stipended job, the department is out of compliance. These core department requirements need to be built into the job for a lead school counselor. |

[illegible]

| Bucket | Level | Request | FTE FY20 | FY21 | FY22 | FY23 | FY24 | Total Cost | Rationale/Justification/Back Up |
|--------------------------|--------------|--|---|-------------|-------------|-------------|-------------|-------------------|--|
| Close Achievement Gap | DW | Co-teaching PD/Consultant coach | in order to implement co-teaching teaching teams need on-going professional development and coaching to implement with fidelity. PD for new partners is different for more experienced partnerships and needs to be differentiated. An on-site/job embedded model will allow for this flexibility rather than sending people to "one off" trainings | | | | | | |
| Professional Development | Elem | Review Tuesday half-day schedule (funding impact) | A truly comprehensive MTSS that allows for early identification, highly effective universal instruction and effective advanced tiered supports will need a system/schedule structure with greater flexibility to allow for staff to immediately respond to the needs of students as dictated by student data-- not scheduling limitations. Currently, many students are pulled from universal curriculum in order to receive tier 2 or 3 supports and this creates a highly ineffective model where students struggle to re-enter the general/inclusive classroom and learn on track with their peers. Layered supports (which is allowed for with a new schedule) is the model we need to implement. | | | | | | |
| Professional Development | MS | Advisory and project based learning PD for middle school level | Advisory is where much SEL instruction and practice is included as well as all school counseling programming. | | | | | | |



Town of Arlington, Massachusetts

Goal 4 - Operations, Communications and Stakeholder Engagement

Summary:

The Arlington Public Schools will be run smoothly, efficiently and professionally. The district will operate transparently and engage in effective collaboration and responsive communication with all stakeholders. It will provide timely, accurate data to support financial decision-making, envisioning of the district's future, and long-range planning in partnership with other Town officials. Through these actions it will create broad support for a high quality education system that is community's most valuable asset.



Town of Arlington, Massachusetts

4.1 Provide all stakeholders opportunities for input into the Schematic Design (Module 4) of the high school.

ATTACHMENTS:

| | Type | File Name | Description |
|---|--------------------|---|-------------|
| ▢ | Reference Material | Evidence_Cover_Sheet_for_Goal_Objective_4.1.pdf | AHSBC 4.1 |

Evidence Cover Sheet for Goal Objective 4.1

Directions: Click on the link for the language that you submitted last spring: [18-19 District Goals](#). In addition, here are the links to the [Transferable Skills](#) and [Vision of Student and Learner and Global Citizen](#).

Goal Objective 4.1 Provide all stakeholders opportunities for input into the Schematic Design (Module 4) of the high school.

District Goal/Rationale: (How does this connect to the language in goal objective 3.1? More specifically, how does it connect to transferable skills, district's vision of student as learner, and align with state standards?)

Action: (What is the action?)

Progress:

[http://www.arlington.k12.ma.us/administration/ahsfacilities/pdfs/msbaapprovedahsschemdesig
nphasepr08-29-18.pdf](http://www.arlington.k12.ma.us/administration/ahsfacilities/pdfs/msbaapprovedahsschemdesig
nphasepr08-29-18.pdf)

Description of Evidence:

<https://ahsbuilding.org/community-forums/>



Town of Arlington, Massachusetts

4.2 Provide elementary families timely, user-friendly and up-to-date information on elementary schools and their curricula.

ATTACHMENTS:

| Type | File Name | Description |
|---------|--|-------------------------------|
| ▢ Goals | DIGITAL_LITERACY_EVIDENCE_-_GOAL_4.2_(1).pdf | Digital Literacy Evidence 4.2 |

Evidence Cover Sheet for Goal Objective 4.2

Directions: Click on the link for the language that you submitted last spring: [18-19 District Goals](#). In addition, here are the links to the [Transferable Skills](#) and [Vision of Student and Learner and Global Citizen](#).

Goal Objective 4.2 Provide elementary families timely, user-friendly and up-to-date information on elementary schools and their curricula.

District Goal/Rationale: (How does this connect to the language in goal objective 4.2? More specifically, how does it connect to transferable skills, district's vision of student as learner, and align with state standards?)

We recognized the need to provide families with up-to-date information related to the apps, digital learning resources in use in the district, and student data privacy.

Action: (What is the action?)

We created a Digital Learning page at the Arlington Public Schools website. From this page, families can view the status of digital learning tools: approved, approved with parent permission, and declined/not approved. We included links to information on student data privacy, the APS Responsible Use Policy and home computer use.

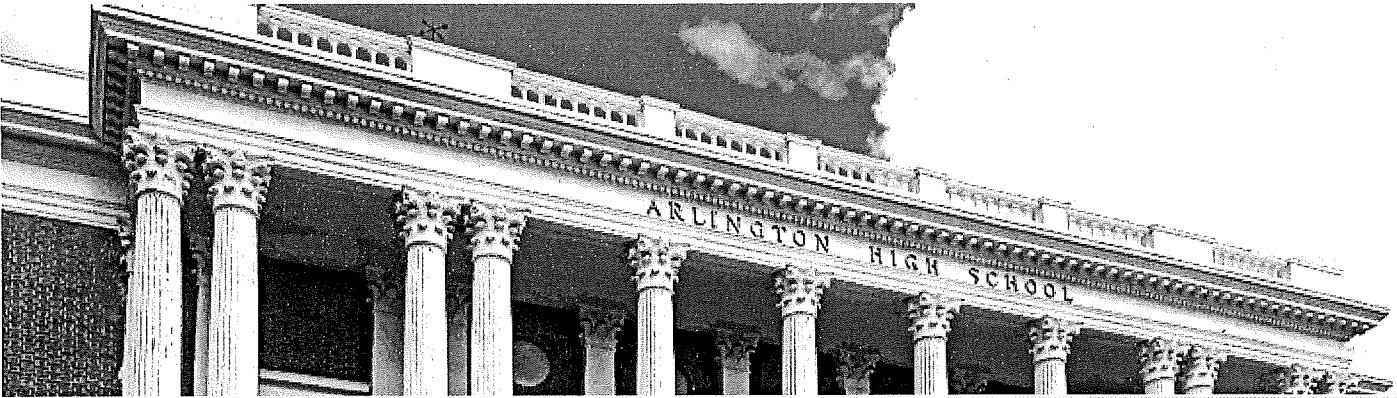
Progress:

This goal is ongoing. We provided information to families via the APS web site.

Description of Evidence:

A screenshot of the Digital Learning page.

NOTICES | Elementary Early Release: Tue, June 4th, Dismissal is at 1:00pm. Lunch will be served.



HOME SCHOOLS ▾ ADMINISTRATION ▾ SCHOOL COMMITTEE ▾ DISTRICT ▾ FAMILIES ▾ STAFF ▾ RESOURCES ▾ LOG-IN ▾

Quick Links

- Administration
- AHS Building Project
- Budget Information
- Bullying Prevention Plan
- Building Projects
- Calendar & School Hours
- Calendar 2019-2020
- District Dashboard
- District Goals 2018-2019
- Employment Opportunities
- Facilities Rentals - Schools
- Health & Nursing Services
- Online Payment Center
- Parent Forums 2018-2019
- Parent Notices Sign-Up
- Parent-Teacher Conferences
- PowerSchool Portals
- Registration
- Superintendent's Newsletters
- Teaching & Learning
- Translations

Digital Learning

MISSION STATEMENT

The Digital Learning department supports students, teachers, staff, and administration in the standards-aligned application and use of educational technology resources in order to promote digital literacy, digital citizenship, and student achievement in all academic disciplines.

OUR COMMITMENT TO STUDENT DATA PRIVACY

The Arlington Public Schools is committed to protecting our students' privacy while also supporting the innovative use of digital learning resources in teaching and learning.

STUDENT DATA PRIVACY: Resources for Families

- Student Privacy 101 (Video 4:03 minutes)
- A Parent's Guide to Student Data Privacy

APS DIGITAL LEARNING RESOURCES

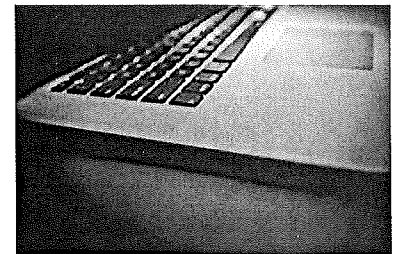
This APS Digital Learning Resources list includes district-wide subscriptions, free apps, and those that are paid for by specific departments or schools. There are three possible designations for each tool:

- **Approved:** Contract is signed and app is in use.
- **Approved w/ Guardian Release:** Guardians signed a contract to allow it to be used in a specific classroom with a specific group of students.
- **Not Approved:** Vendor was unable to sign the contract and, therefore, teachers are not allowed to use the app with students.
- APS Digital Learning Resources

HOME COMPUTER USE RESOURCES

The resources below provide helpful information for Parents and Guardians in order to keep children safe while online.

- **Common Sense Media Resources**
Common Sense is the leading independent nonprofit organization dedicated to helping kids thrive in a world of media and technology.
- **ConnectSafely Web Tips for Parents**
Social Web tips for parents from Connect Safely.



Digital Learning Director

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Main Office

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Arlington, MA 02476

Digital Learning Specialist

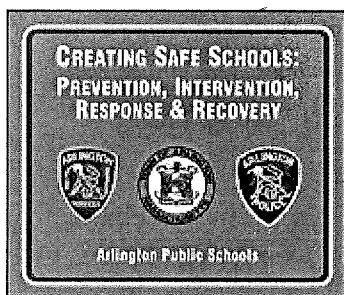
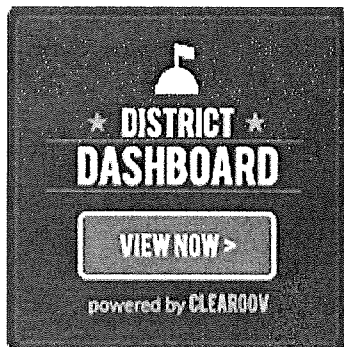
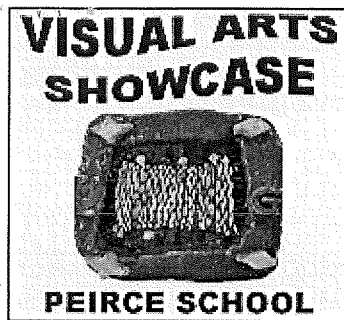
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Gibbs and Ottoson

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U.S. DEPARTMENT OF EDUCATION
GreenRibbonSchools



2018 AWARD WINNER

- Internet Web Page Policy
- Webmaster

- Family Online Safety Institute
The Family Online Safety Institute brings a unique, international perspective to the potential risks, harms as well as the rewards of our online lives.
- Net Family News for Parents
The mission is to document developments in the digital technology and media young people love and use most.
- Stay Safe Online Parental Controls
Parental controls are available on most Internet-enabled devices, like computers, smartphones, tablets, gaming systems. When enabling parental controls, use age-appropriate settings to filter, monitor and block your child's activities.
- Webwise Internet Advice for Parents
Top 10 tips for parents on internet safety.


FORMS AND POLICIES

- Grades PreK-2 - Student Acceptable Use Policy Agreement
Translations: Chinese | Japanese | Spanish
- Grades 3-5 - Student Acceptable Use Policy Agreement
Translations: Chinese | Japanese | Spanish
- Grades 6-12 - Student Acceptable Use Policy Agreement
Translations: Chinese | Japanese | Spanish

MAP & DIRECTIONS



Photo by Fancycrave on Unsplash

Select Language  Powered by Google Translate

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